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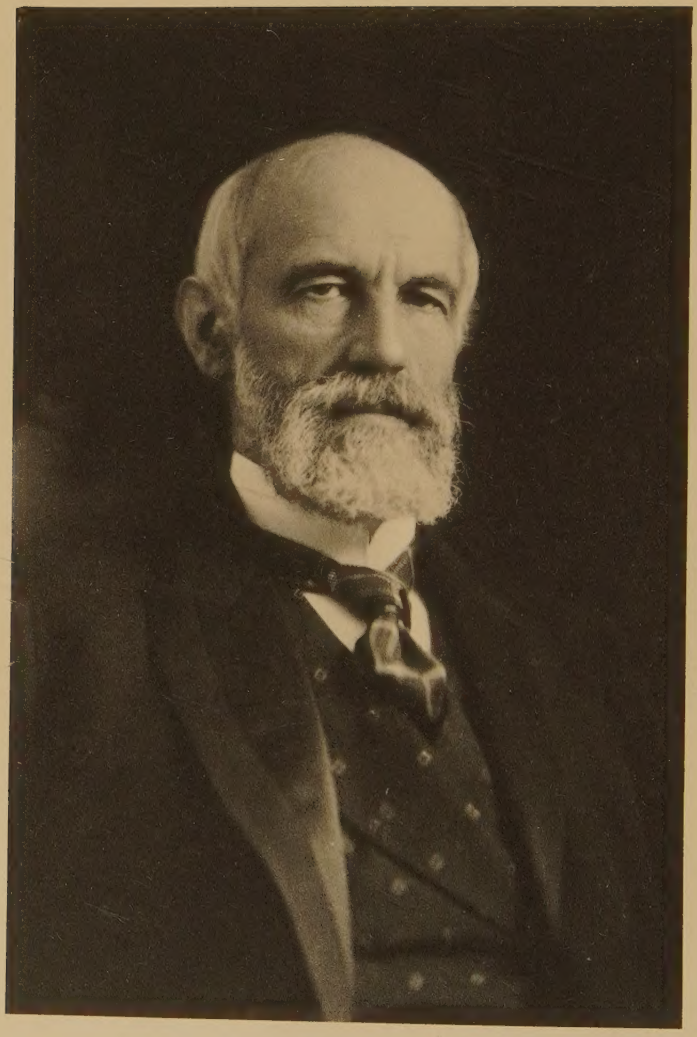

G. Stanley Hall.

G. STANLEY HALL

A SKETCH

BY

LOUIS N. WILSON, Litt. D.
Librarian, Clark University

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AT THE AGE OF SIX

I

BOYHOOD AND EARLY YEARS

1846—1863

The town of Ashfield, in Franklin county, Massachusetts, is described in John Warner Barber's Historical Collections (Worcester, 1839) as "a little over six miles square. The face of the township is uneven and hilly, better adapted for grazing than tillage. There is, however, much good tillage land interspersed among the hills. The principal productions are corn, potatoes, oats, and of late, wheat. Some of the farmers have large dairies. In 1837, there were in this town 8,021 merino sheep, which produced 24,063 lbs. of wool. There are four churches, two for Baptists, one Congregational and one Episcopal. The central village consists of about twenty dwelling-houses, an Episcopal church, an academy, and a number of mercantile stores. Distance, 18 miles from Greenfield, 18 miles from Northampton, and 105 to Boston. Population of the town, 1,656."

At one time it was one of the largest towns in the western part of the state and distinctly ahead of Springfield, Northampton, Greenfield or Pittsfield. It reached its highest point in population in 1810, when it had 1,809 souls. From that time the population has gradually, but steadily, fallen until, in 1910, it numbered only 959.

Here, on the first of February, 1846, the subject of this sketch, Granville Stanley Hall, was born.

The Hall family is of old New England stock on both sides. The father, Granville Bascom Hall, was a descendant, in the eighth generation, of Elder William Brewster, who came over in the Mayflower in 1620 with his wife and two sons. Other ancestors were: John Hall, who came from Coventry, England, in 1630 in the fleet with Governor Winthrop, and settled in Charlestown, Massachusetts; John Lillie, born in 1592, who also came over in the Mayflower; James Gorham, born in England in 1550; Richard Willard and Richard Sears. Members of the family are still to be found on Cape Cod, notably in Barnstable, Harwich and Dennis.

The mother, Abigail Beals Hall, was a descendant, in the seventh generation, of the famous John Alden, one of the signers of the Mayflower compact. Other early immigrant ancestors on the mother's side were Vining and Beals.

David Hall, with his son Reuben, had moved from the Cape to Ashfield three generations before Stanley was born. His father was the fourth of nine children, eight of whom lived, while his mother was the fourth of eight children, all of whom were alive at the time of her marriage. The Beals family had been settled for several generations in the adjoining town of Plainfield, Massachusetts.

The Ashfield Halls were substantial, hard working, comfortable, common sense farmers, without much

ambition or much education, of great physical vigor and some of them remarkable for longevity, one dying, within a few years, lacking but a few months of reaching ninety-nine. Another, a sister of the above, attained the age of ninety-two years and six months.

The Beals family were also of the farming class, but perhaps more noted than the Halls for mechanical traits and piety. Mrs. Hall's grandfather Deacon Joseph Beals was the subject of a tract written by the Rev. William A. Hallock and published by the American Tract Society many years ago. The tract was entitled "The Mountain Miller," and describes the conversion of a wicked miller as he prayed by a certain spring in Plainfield. Her father Robert Beals was a most exemplary deacon of the Congregational church.

From all the evidence at hand it would seem that both Dr. Hall's parents were more anxious for an education than the other members of their families. The mother insisted so strongly for more schooling than was then considered necessary—or even desirable—for a farmer's daughter that she was finally sent to Albany, where she spent two years at the Albany Female Seminary, at that time almost the only institution in the East for the higher education of women. She had applied at Mt. Holyoke, but was not admitted, as it was full. As might well be expected, under such circumstances, Abigail Beals worked hard at her studies, took high rank at the Seminary and left it with a decided literary trend, which afterwards played an important part in the education of her children.

Indeed, her children seem to have inherited their love of learning from their mother.

As a young girl she attended a school taught by William Cullen Bryant, and later by his brother John. After returning from Albany, she took a school for two terms at Plainfield, and among her pupils was Charles Dudley Warner, then a very small boy.

The father, tiring of the monotony of the farm, at the age of nineteen, bought his time of his father and went to the town of Hatfield, where he learned the trade of broom making. Dr. Hall says, " I well remember as a small boy how he would, at times, having all the equipment, make brooms in the evenings and afternoons when at home, bleaching the broom corn in the cellar with sulphurous fumes, buying the handles right from the lathe of a neighboring shop, staining them, tying, pressing, sewing, painting and gilding the handles, and sometimes selling them to the neighbors for twenty-five cents, or thirty-five cents for those with ornamental handles, or the larger brooms. I, myself, have made, and can still make a complete broom. My father's tools I gave to the Ashfield Museum some years ago."

A few years before he was married, the father went to Wisconsin and purchased four government lots of eighty acres each, much of which is now embraced within the city limits of Geneva. He remained there only long enough to preempt the land and make the improvements required by law. To quote Dr. Hall once more, " I can remember quite well, as a youngster,

the sad day when, my father being laid up with rheumatism, these lots were sold at a slight advance over what they had cost him. Soon after this, the land boom began and if he could have held the lots a little longer he would have received a much larger sum for them."

The father had attended the customary school terms as a lad, and later when he had laid by a sufficient sum, although then older than the other students, he paid his way through the Shelburne Falls Academy. He also taught school several terms and was considered a good teacher, especially in disciplining big, unruly boys. He was a clever penman, conducting evening writing school in the adjacent towns. It was during the writing school period that he first met Abigail Beals of Plainfield, whom he married April 11, 1843. There was a wonderfully late snow storm at the time, the snow reaching almost to the eaves of the house. Some months later, he left for Wisconsin again to complete the details of taking up his government land and during his absence his wife made her home with his parents in Ashfield, where Granville Stanley was born. Two other children were born to the couple, a son, Robert Beals, born at Ashfield, and a daughter, Julina Orpha, born at Worthington.

The father's farm consisted of about one hundred and twenty-five acres and was about two miles west of that of the grandfather. Here the family lived until Stanley was in his third year. He has given his impressions of a visit paid to the old place fifty years

later in his "Note on Early Memories." In 1848 the family moved to a hundred acre farm in Worthington, Massachusetts, where they remained for ten years, returning to Ashfield in 1858.

Here, then, the boy grew up in a community we are apt to look upon as ideal for the growing child—living part of the time at home and part of the time with his grandparents, uncles and aunts; attending school and academy about three-fourths of each year; earning an accordion by braiding palm leaf hats in the evenings one winter; earning a pair of skates by reading the Bible through for one of his aunts; and working hard in the fields—digging post holes for fences, haying, harvesting, keeping cattle, etc.

It was not an idle life, yet there were diversions in the way of hunting, fishing, skating, tramping and camping out Indian fashion with bow and arrows. One wonders how many valuable old pewter vessels went to the melting pot to be cast into arrow heads during these early years. Then in the long winter evenings, there was always reading aloud before the great open fire, indeed, there seem to have been few evenings when the mother did not read something to her husband and children. J. G. Holland was a favorite author, and many novels were read. There was also the Spectator, Shakespeare, Pilgrim's Progress, Clark's Sermons, Baxter's Call, Bunyan's Holy War, and, perhaps best loved of all, the Arabian Nights.

The schools had rhetorical exercises on Wednesday afternoons, with school papers, compositions, essays,

declamations and little dramas. Then there were spelling schools and debating societies where the parents, as well as the young people, took part. In one of these debates, when he was about fourteen, he and his father were pitted against each other and a neighbor, to tease the father, said in his hearing, " Stan beat his dad," which seemed to trouble his father at the time.

He declaimed many a dramatic piece from the old Sargent Speaker; was good at writing compositions, and was a regular patron of the town, the tannery, and the Sunday School libraries.

The influence of the mother upon her sons has been noted often in biographical pages, but in young Hall's case the father played a no less important part. He was deeply interested in the welfare of his children and in this home certainly the father did his part in helping and inspiring them. The father was law and the mother gospel in this home, and if the children linger a little more lovingly in their thought of the " gospel," later judgment has shown them also the beauty of the " law."

The father delighted to teach. He taught his two boys to play the violin as soon as they could hold the instrument. He would accompany his wife's soprano voice by singing the bass part while playing the tenor on the violin as they rendered the evening hymn. He gave the children their first lessons in oratory, placing the feet just right, making gestures according to rule, showing them how and when to rise and ad-

dress the chair, etc., while the mother acted as the "committee of decision." As the boys grew older he would discuss with them public men and events. They cut out shingles to represent Tom Benton and Stephen A. Douglas, stuck them up in the barn and fired at them with their crossbows. When Stanley was eleven years old, his father was elected to the State Legislature. The letters he wrote home from Boston were read aloud and discussed by the entire family. Later he taught them something of natural philosophy, about steam, thunder storms, heat, sound waves, etc.

Each member of the family kept a little journal and these were read aloud on Saturday nights, the mother commenting freely on the children's behavior during the week. They also conducted a manuscript paper, the "Cottage Weekly News," to which each contributed something, if only an advertisement of some lost article. The daughter, Julina, was editor of this paper.

The mother saw to it that the minor graces were not neglected and taught her children how to enter a room properly, to greet people, to introduce strangers, the proper way to pass a book or to pick up a handkerchief, how to salute people on the street, and the many little graces now too often neglected in the home. This worthy couple evidently felt the responsibilities of parenthood and their children were most fortunate in having such excellent masters during the impressionable years of childhood.

The boy must have been well instructed in litera-

ture for his age, for he tells us in his "Note on Early Memories" that on the farm where he spent most of his time from the age of two and a half to eleven and a half.

"A dark closet with no windows always seemed a little awful, because it was associated with Bluebeard, who here slew his wife amidst a lot of dead ones. A spot near an elm in the pasture, otherwise unmarked, was where the demon in the Arabian Nights escaped from the bottle. A steep acclivity in the mow land with rocks and scrub trees was Bunyan's 'Hill of Difficulty,' and a boggy place in the cowpath was the 'Slough of Despond.' Moses lay amid the bulrushes behind the willows just below the dam. Understanding that an altar was a large pile of stones, I pictured Abraham about to slay Isaac near one in the east lot, and no experience of my real life is more vividly associated with that spot. Not seeing very many pictures, I made them, and the features of this farm were the scenic background and setting for many an incident and story. Everything read to me was automatically located. Mrs. Southworth's stories, which I conned furtively in 'The Ledger,' all seemed to have been laid out on this farm, with the addition of a few castles, palaces, underground passages, dungeons, keeps, etc. In a school composition, I parodied Addison's 'Temple of Fame,' using local personages and events, and there it still stands in all its dazzling marble magnificence, with its spires, bright shining steps, streaming banners, minarets, massive columns, and a row of altars within, on a hill in our pasture, which in fact is drearily overgrown with mullen and brakes. The 'Sleeping Beauty' was just behind a clump of hemlocks. Under a black rock in

the woods was where the gnomes went in and out from the center of the earth. My mother told me tales from Shakespeare and I built a Rosalind's bower of willow; located Prospero's rock and Caliban's den. Oberon lived out in the meadow in the summer, but could only be seen by twilight or in the morning before I got up. There was a hollow maple tree where I fancied monkeys lived, and I took pleasure in looking for them there.

"After a gun was given me, I peopled all the brush and trees with small and even large game. One spot of brush was a jungle, going past which I held my weapon ready to shoot a tiger quick, if he should spring out suddenly at me. On one tree I once saw a hawk, which I fired at from an impossible distance, and toward which I always stole up for years after, hoping to find the same hawk, or if not that, an eagle, or just possible the great roc itself. This gun was perhaps the most effective stimulus of the imagination I ever had, for it peopled the whole region about with catamounts, wolves, bears, lynxes, wild cats, and a whole menagerie of larger animals; made me the hero of many a fancied but thrilling story; took me over a very much wider area of territory and helped a sort of adventurous exploring trait of mind, which I think on the whole may be favorable to originality and independence. Moreover, it gave me some knowledge of animals and their ways, prompted me to make a trunkful of stuffed and otherwise prepared collections of the meagre fauna of that region, and although it perhaps did not teach me much natural history, it gave me what was better for that stage—a deep sympathy with and interest in animals and all their ways, which now quickens my interest in the psychology of instinct. Although it aroused a passion for killing,

which is anything but commendable, it may have stimulated the very strong reaction of later years, which now makes it almost impossible for me to give pain to any animal."

"Near the dawn of adolescence, the spring after I was fourteen, I conceived it would be vastly fine to write my own life, and this was spun out to some forty pages of foolscap. It is fullest on school life and events. Nearly every term of the preceding eight years of school life I had had a different teacher, over twenty in all, and each of these is described and in order. This convinces me that a great body of details of early life remembered at fourteen lapse later, for I could not now recall even the names of all these teachers, still less their order. Most of the leading events bring up a sense of recollection, but nearly all the minor ones have been swept away in the stream of time. At this age, too, being an ardent admirer of Silvanus Cobb and Mrs. Southworth, I wrote a story of some eighty large pages and in ten chapters. This was read with what I was led to understand was the most eager interest, chapter by chapter, by a younger girl cousin, but by no one else. I have made several attempts to read it morning and night, when rested and fatigued, but it absolutely will not read, and my mind balks at early stages and I have not yet been able to get half through it. This same year I also made an inventory of all my secular music and catalogued eighty-seven pieces that I could either sing, play, or both; but the tragic pity of it all is the quality. Of most of these pieces I could now whistle or strum the air, in some the rhythm seems intact, but the words are in various stages of decadence. Especially do I recall the secret day dreams I had of being a great musician, orator, literary man, poet, etc. Strongest and perhaps most

vividly remembered in all this group is the perfect craze for clog dancing and its various steps and shuffles, together with playing on the bones."

Those who remember him at this period of his life fail to recall any particular traits. They say he was pretty much like other boys; never seemed to care for girls, was a good deal of a tease, and not over fond of hard work. He evidently came honestly by his teasing propensity as he himself says that while he lived with his grandparents and unmarried uncles and aunts, the aunts being school teachers, prodded him unmercifully about his studies in the evenings and the uncles lost no opportunity to play practical jokes upon him, "which they always seemed to me to lie awake nights to think up."

At ten he was flogged by his father for throwing stones through the windows of an unoccupied house and at fourteen he mortified the entire family when the minister paused in his sermon to reprimand him and some other boys for whispering and playing in church. It was the son of this same clergyman who taught him to play euchre over the horse sheds on Sunday between the services.

At six he took up the violin and learned to play fairly well. He still treasures his Stephens violin, for which he was offered another instrument and $250 in cash a few years ago—but he rarely, if ever, plays now. At twelve he learned to play the piano, but he says he really never had any musical gift, his hands were clumsy and he never learned to read music well, although he

took lessons of a local organist for some years and partly supported himself by playing the organ in a mission church years later while a student at the Union Theological Seminary in New York.

At the age of fourteen the farm life began to pall upon him and an interesting case of pubescent revolt took place one Sunday afternoon. He had climbed to the top of Mount Owen, a bald eminence 1,500 feet high about two miles from the house, where he gazed around upon the surrounding country, and, touched perhaps by the solitude and the grandeur of the spot to his youthful eyes, he was worked up into a " Jeffreys-like frenzy," in which he vowed to himself he would not be a farmer, but would amount to something in the world. He stamped about, storming and declaring that he would leave it all and go out into a larger and fuller life. The restraints of the farm and its uncongenial labor seemed absolutely intolerable. He threw himself face down upon the grass, where he remained for an hour or more, finally registering a vow not to visit that mountain again until he had made a name for himself in the great world. He has kept his vow, although there have been times when he has been hard pressed in his later years to account for his refusal to join some party in the ascent. He says his modesty will not allow him to go there yet.

He describes this experience in his "Note on Early Memories."

"Another chapter might be written on hill experiences. One distant summit I had never climbed

since one day in the early teens, when I had spent a good part of a whole Sunday there alone trying to sum myself up; gauge my good and bad points till I found I had been keyed up to a kind of Jeffrey rage, and walked back and forth vowing aloud that I would overcome many real and fancied obstacles and do and be something in the world. It was resolve, vow, prayer, idealization, life plan, all in a jumble, but it was an experience that has always stood out so prominently in the memory that I found this revisitation solemn and almost sacramental. Something certainly took place in my soul then, although probably it was of less consequence than I thought for a long time afterward. My resolve to go to college, however, was clenched then and there, and that hill will always remain my Pisgah and Moriah in one."

When the son decided that he wanted to go to college, the father was grieved at heart, for he had added to the size of his farm and felt that it would be a heavy loss if his son went away, but the mother always encouraged the idea as it was her dearest wish that her son should enter the ministry, and as that was the only kind of eminence the boy knew he fell in with her views. The father's opposition was finally overcome and the lad was sent to Williston Seminary, at Easthampton, to prepare for college. When this decision was made known there were the usual village gossips who declared that "Stan" was going to college because he was " too durned lazy to work on the farm." They decided the father and mother were " stuck up;" they were "come-outers" because they had tried to give themselves an education, and failing

AT THE AGE OF FOURTEEN

in that they were ready to make foolish sacrifices for their children. Three years later the younger brother, Robert, the mother's favorite, nearly broke the father's heart when he, too, insisted upon leaving the farm to prepare for the ministry. Robert followed his brother Stanley to Williams College in 1866, and graduated in the class of 1870. His first charge was at Wolfboro, N. H. Later he was called to Cambridgeport, Mass., where he died, Nov. 2, 1876, leaving a widow and one daughter, now Mrs. Henry R. Plimpton, 2nd, of Newton Centre, Mass.

At the age of seventeen, Stanley taught a district school in Ashfield for a ten-weeks' term. Several of the pupils were older than he and some had been his schoolmates at the Academy. However, all went well and he was voted a good fellow and not "stuck up." During this period he boarded around, so many nights to a scholar, sleeping in the cold "parlor bed," sometimes wading a mile through deep snow to find that the boy whose duty it was to start the school fire had not shown up, so the teacher had to build the fire and sweep the school floor. Dinner was often eaten at the school and on returning to his boarding place he would help the children, after the evening meal, to prepare their lessons for the next day. The teacher of that date was held in high esteem and was often called into the family council to advise in many a matter of some delicacy. Young Hall seems to have acted in this advisory capacity to an almost remarkable extent for one of his years. Perhaps we have

here the beginning of his faculty for inspiring confidences which became so notable in later years that people in all walks of life seemed to have an irresistible impulse to pour their inmost thoughts into his ear, and ask his advice on subjects most foreign to his training or interests.

One of his pupils at this time was a certain Mary Clark, older than he, who, on being sent to the board to do a sum wrote a lot of nonsense on the blackboard. At first he thought it was a case of insubordination and scolded her, but later he learned from her family that it was mediumistic power. She afterwards went into a trance and wrote him a letter purporting to be from a dead aunt. Here we see the beginning of that interest in "Psychical Research" which was to claim a much larger share of his attention in the years to come.

In the fall of 1863 young Hall left Ashfield to enter Williams College at Williamstown, Mass., making a good part of the distance afoot.

II

COLLEGE AND SEMINARY

1863—1868

College life in New England was very different in the sixties from that of today. Electives were almost unknown and the undergraduate took about all the courses offered by the faculty. The life was simpler, the number of students much smaller and the relations between student and professor much more personal and intimate. President Mark Hopkins not only knew every student at Williams, but he probably knew a good deal about him—far more than any college president of today can possibly know.

The Williams College records show that Granville Stanley Hall entered in the class of 1867. In his Freshman year his room was No. 22, West College, which he shared with Edward J. Paine of Troy, Pa. In his Sophomore year he occupied No. 10, Kellogg Hall, alone. In his Junior year he shared No. 24, East College, with Daniel Mahlon Priest of Peru, Vt. In his Senior year he and his brother Robert occupied the room in the chapel tower, and to them fell the duty of ringing the chapel bell.

Hall joined the Alpha Delta Phi, a literary fraternity, in his Freshman year as one of a delegation of six from his class, the other members being Hand, Harman, Mabie, Stetson, and West. His name is not

included in the honor list of scholars which was issued for the class of 1867 after the biennial examinations were taken in 1865. There are twenty-five names in the list and the fact that his name does not appear there implies that he ranks below the middle of his class at that time. At the end of his course, he was made a member of the Phi Beta Kappa fraternity and he delivered an oration entitled " Charity and Liberality " at the Commencement of his class. This leads one to infer that his scholarship was much better during the latter two years than in the earlier two of the course. Perhaps the fact that he was out of College during a part of his second winter term accounts for this. On Class Day, June 27, 1867, he delivered a poem entitled " Philanthropy " as the class poet of that year. As the President, Orator, and Poet of the class were regarded as their three most distinguished men, young Hall must have stood well in his class at the time of graduation.

In his Junior year he became one of the five editors of the Williams Quarterly. None of the articles appearing in the Quarterly at that time were signed, but from marked copies now in Dr. Hall's possession he seems to have contributed freely both in prose and verse.

In his Sophomore year he was one of four members of his class chosen to participate in the prize rhetorical exhibition known as the " Moonlights." He seems to have joined the Philotechnian Society, a debating club, early in his course, and represented that society in the

annual Adelphic Union debate of October 17, 1866, by speaking as one of the three members in support of the affirmative on the question "Resolved, that the sections lately in rebellion should be treated as Territories rather than States." This debate was one of the great occasions of the college year. During his Senior year, he served as President of the Philotechnian Society, in the fourth quarter of the year.

He was a member of the Mills Theological Society in the Sophomore, Junior and Senior years and was Vice-president during the second term in his Senior year. In his Junior year he was one of the two composing the Library Committee of the Philotechnian Society and in his Junior and Senior years he was a member of the Lyceum of Natural History, which included fifteen members from each class and was established to study and promote the welfare of natural history in the college. He was also a member of the Williams Art Association in his Junior year.

Of the fifteen members of the class of '67 who formed the "Williams Amateur Serenaders," young Hall was one of the four who sang second bass. In the Sophomore year the Serenaders became the "Euterpean Music Society," and he still sang the second bass part with three others. His name does not appear among the members of the larger musical organization, the "Williams Instrumental and Glee Club."

He does not seem to have been keenly interested in athletics in his college days for, while his name appears

as one of the three directors of the " Williams Wicket Club of '67," it does not appear among the 109 men who participated as members in one or other of the baseball clubs—nor does his name appear among the members of the " Croquet Club."

One other interest is evidenced by the inclusion of his name among the nineteen members of the " Kieseritzky Chess Club " of the class of '67. His membership in this club ran through Freshman, Sophomore and Junior years. In his Senior year it was no longer in existence.

On entering college, Hall gave his " probable profession " as the ministry. It may be interesting to note that of the fifty men listed as permanently in the class of 1867, the intended professions indicated while in college are: Law, 15; ministry, 10; medicine, 8; business, 4; teaching, 3; manufacturing, 2; civil engineering, 1; undecided, 7. The average age of the class at graduation was 22 years, 8 months, 28 days. The oldest member being 29 years, 4 months, 4 days; the youngest, 19 years, 11 months, 3 days.

In these days when the " increase " in the cost of living occupies so much attention it is interesting to note the rapid rise in expenses at Williams between the years 1863 and 1867, due, no doubt, to the enormous drain of the Civil War. In 1863 the tuition fee was $36.00; room rent $9.00; library charges, ordinary repairs, etc., from $6.00 to $7.50 for the year. Board ranged from $2.00 to $3.00 a week; washing from $6.00 to $10.50 a year; fuel and light, from $8.00 to

$10.00 a year. In 1867 the rates had risen to $45.00 a year for tuition; library charges, etc., $10.00 to $12.00 a year; board $3.00 to $5.50 a week; washing $10.00 to $15.00 a year; fuel and light $13.00 to $19.00 a year. While the total estimated expense for the items mentioned is given in the college catalogue as ranging from $132.75 to $190.00 at the time Hall entered college, prices had increased so rapidly that when he graduated the figures given in the catalogue as the estimated expenses for the same items are, from $204.00 to $314.50.

The eight weeks' winter vacation then customary at most New England colleges, which allowed the poorer students an opportunity to earn a little money, was spent by young Hall, in his Sophomore year, in teaching at the Chapel School in his native town. Among his scholars were three young men, older and larger than he, who gave him considerable trouble. One of the three made himself particularly obnoxious by chewing tobacco and spitting on one of the back seats. After putting up with this for some little time Hall decided that he had better bring matters to a head without further delay. So on his way to school one morning he cut a stick suitable for his purpose and when the scholars were assembled he requested the tobacco chewer to stop the practice in school. Receiving a surly reply he locked the schoolroom door, dragged the young fellow out of his seat and gave him a sound thrashing, amid the shrieks of the girl students. That night he tramped four miles to the home of the

school committeeman to ask his support in preserving discipline and to insist upon the expulsion of the refractory student until he should apologize and promise to chew no more in school. At first the committeeman demurred, but finally Hall got his promise of support. After remaining away from school a few days, the young man returned, made the required apology and gave no further trouble. Indeed, the two became quite good friends and now when they meet often enjoy a hearty laugh over this early episode.

Here also he had as pupils twin sisters who resembled each other so closely that he could not tell them apart, which not only annoyed him but caused much merriment in school. He requested them to wear different colored ribbons in their hair—one blue and the other pink—in order that he might distinguish them. But he always had a suspicion that they exchanged ribbons at times and that the class was conscious of the fact.

One evening he was asked to care for the sleeping infant of the family where he boarded while the parents went off to a dance. The child woke up and he tried to put it to sleep again by playing upon the man's big bass viol that stood in the corner of the room. One wonders whether it was upon this occasion that he first became interested in child study.

In August, 1864, he opened and conducted for eleven weeks a "select" school in a hired hall in the town of Cummington, where the students all paid tuition. Here he had a settled boarding place and

paid for his board. The circular he issued, advertising the course, was dated Williams College, August 4, 1864, and reads:

> The fall term of the select school in East Cummington will commence Wednesday, August 24, and continue eleven weeks, in the Hotel Hall, under the instruction of G. Stanley Hall, of Ashfield.
>
> Rates of tuition as follows:
>
> Common English Branches $4.00
> Higher English and Classics 4.50
>
> The patronage of the public is respectfully solicited.

The experiment netted him $30.00 in cash. One of his Cummington pupils was Worcester Warner (now of the Warner and Swasey Co., Cleveland, Ohio) whom Hall declares to have been in some respects ahead of his teacher.

With one son in college and another preparing for it, the home family found their finances running low, and our young collegian, no doubt, received many a note urging the need of economy. At one time he tried to make a little money by running the Alpha Delta Phi boarding club. He made some money, but ran the price of board up so high that the members elected a new manager. In his Senior year he applied for the position of chapel bell ringer. This he secured, but he himself says he lost it because of neglect to ring the bell at the proper times.

Revivals were held in college every spring at one of which, urged by zealous seniors, he arose and asked for prayers. Finally, thinking himself converted, he joined the College Church, to the great joy of his mother. He had one serious illness during his college

course—an attack of dysentery—when his mother hastened to Williamstown to nurse him. When he was in condition to be moved, he was taken home by easy stages on a stretcher. Speaking of his college days, Dr. Hall once said,

"I was one of the leaders of a successful college revolt in the Freshman year because Carter had assigned longer Latin lessons than the marking of the old books showed to be traditional.

"Unlike so many of my classmates, I had no outside social relations during my college life, and think I did not know a town girl to speak to. As a young man I had an almost morbid bashfulness and almost shunned girls. I did, however, teach a Sunday School class the last two years in a factory village at Blackington, where I made several pleasant acquaintances. When I left, the class presented me with a big morocco covered Bible with all their names in it, which I still value. Science at college was at a rather low ebb. We had but little chemistry and not very much biology (under Chadbourne), but the great thing was to work with Mark Hopkins in the Senior year. Here, I think, I was rather expected by my classmates to shine, but did not. Prex thought me rather too heterodox. I had read enthusiastically John Stuart Mill, and wrote one of my most elaborate college articles on him in my Junior year. I did not like Sir William Hamilton and was not very much of a believer in teleology, nor was I satisfied with Hopkins' views, so that a splendid fellow who sat next me in class, Günster by name and a Catholic, won the philosophical oration. John Bascom was rather my favorite teacher and I think I was his favorite of my class. He spent much time in straining out my thought and in going over my crude

essays and in attacking, whenever he had a chance, the views of Hopkins—and I sided with him. We made many mountain day excursions together, especially to Flora's Glen, the traditional place where Bryant wrote his 'Thanatopsis.' Many of my aspirations then were to be a poet, and the college journals and the literary meetings had a good many illustrations of my enthusiasm in that direction. Among my intimates and society brethren were Francis Lynde Stetson, who became in later years a famous lawyer and the friend of Grover Cleveland and J. P. Morgan, and Hamilton Wright Mabie, the editor and charming essayist."

Francis Lynde Stetson writes of Dr. Hall as follows:

"From the day of his entrance to Williams College in September, 1863, Stanley Hall impressed his classmates with a sense of his great intellectual weight and worth. He was recognized as one whose habitual thought was both higher and deeper than that prevalent with the rest of us, though, in fairness it must be added, that his thought was considerably involved. It was a common saying, 'When Stan gets to thinking clearly he will think greatly.' His conversation was always inspiring.

"But over and beyond his thought was his affectionate interest in his friends. His gentle gravity was always fused with a warm regard for all that concerned us.

"Hamilton Mabie and I especially enjoyed his companionship, which I have missed much to my regret in later years. I well recall the day I first saw him, a green Freshman, nailing an iron latch on the door of his room in West College. I was captivated at once by his fine head and his glorious eye, and returning to

my room said to Mabie, 'I have seen a man.' In that moment was contained the promise of all the noble years that have followed."

As early as his Sophomore year he had serious doubts about the wisdom of going into the ministry. He realized that he felt no strong call in that direction; that he was simply drifting into it and might become a commonplace parson in a country parish, or, worse yet, a missionary, for the missionary spirit was very strong at Williams. Yet he was uncertain as to the possibility of any other career; that of a professor seemed far too exalted and utterly beyond his reach, although he thought a good deal about the possibilities of a literary career, as his enthusiasms and hardest work lay in that direction. As he had feared, he drifted, and when he left college there seemed nothing else to do but prepare for the ministry.

In the fall of 1867 he entered the Union Theological Seminary in New York City where he worked a year without much enthusiasm save in Henry B. Smith's courses in philosophical theology. During this year he indulged his passion for the drama. He became an experienced "gallery god," seeing every sort of play then in vogue from the great Shakespearean revival under Edwin Booth to the Black Crook, the ballet, and the French operas. He also dabbled in all sorts of things, even to visiting systematically slum blocks on Saturday afternoons for the Home Missionary Society, getting into close touch with crime and poverty and seeing a good deal of the darkest side of

human life in a great city. His old passion for oratory led him to the churches to hear all the great preachers and to political and social meetings wherever a famous speaker was to be heard. He was not especially noted for piety, nor was his position in the Seminary strengthened when upon preaching his trial sermon—an ordeal each student had to go through—it proved so heterodox that saintly old Dr. Skinner, who always invited the students to his home after their trial sermon to criticize their efforts, instead of criticizing it, fell upon his knees and prayed for the young sceptic. He often went, with his chum, Mann, to hear Henry Ward Beecher, who was then in his prime and who allowed three of the Seminary students to come to his house every few weeks for an evening to talk over religious matters. This somewhat personal relation with the great preacher led to young Hall's joining Beecher's church by letter from the College Church. In the examination when Beecher asked him whether there was more in the creed that he believed or more that he disbelieved, Hall answered that he thought there was more that he disbelieved. Beecher commended his honesty and admitted him. Later on, at the instigation of Mann's mother, who was also a member of his church, Beecher wrote Hall asking him to call at his house. When he arrived, Beecher said to him, "Tell me frankly, are you not more interested in philosophy than in your theological studies?" On receiving an affirmative answer, Beecher said, "Then you ought to go to Germany." The young man ex-

plained that much as he would like to take such a step he was entirely without means and could not go. Beecher at once wrote a note to Henry W. Sage, a wealthy merchant who was later a great benefactor of Cornell University, and giving it to Hall urged him to lose no time in presenting it. Armed with this introduction, he called upon Mr. Sage and left his office with a check for $500.00 in his pocket, having given his note, bearing interest, but payable at his own convenience.

III

FOREIGN STUDY AND TRAVEL

1868–1872. 1878–1880

In May, 1868, less than a year after graduating from Williams, and when only 22 years of age, Hall left New York on a steamer sailing for Rotterdam. Landing at Rotterdam he made his way to Bonn where he at once entered the university, taking the lectures of Bonna Meyer, and Commentator Lange, who introduced him to his family circle. He studied German all summer, taking a six weeks' walking tour with a young German. They walked from Bonn up the Rhine through Switzerland by the Grindelwald Glacier, over the spur of the Matterhorn, and through some of the scenes made famous by the legends of William Tell. They stopped at night at peasant houses, eating boneklapper and black bread, and sometimes cutting wood for the peasant with whom they lodged. In the fall he entered the University of Berlin. Here he gave special attention to the courses given by Dorner, whose philosophical theology he epitomized and which later appeared in a series of articles in the "Presbyterian Quarterly Review." Although they were published with the sanction of the editor, Henry B. Smith, a former student of Dorner, the latter criticised the accuracy of some points, yet was on the whole not displeased.

While in Berlin he lived with a family by the name of Gildmeister. There were four daughters in the house and several other students boarded there. The evenings here were spent in reading the German classics, the members of the family and the students all taking part. He has kept up his intimacy with the family, visiting them on later trips to the German capital. Here again he indulged to the utmost his passion for the theatre and the opera.

In the spring of 1870, when the Franco-Prussian war broke out, the University closed early and he secured a position as war correspondent. His first post was at Stettin on the Baltic, where it was feared the French might attempt a landing. As this fear proved groundless, after several weeks waiting about the little fishing village of Heringsdorf, he was sent to the front where he got near enough to hear the roar of the artillery at Sedan and see the wounded brought to the rear. His account of the battle was transmitted to Dr. Jacobs in Berlin, who represented a syndicate of American newspapers, and some of it appeared in the New York Tribune. The pay was small and in the autumn trained correspondents replaced the amateurs, and he returned to Berlin where he resumed his studies at the University. Here he became a member of a philosophical club which met weekly in a restaurant on Sunday afternoons to discuss philosophy. The oldest member was the Hegelian professor Michelet. Altmann was also a member, as were several charming and accomplished older men. It was here he met Von

Hartmann whom he sometimes accompanied to his home after the meetings. Hall speaks of him in his "Founders of Modern Psychology" as "the most conspicuous figure in the philosophical world for years."

His long stay in Germany gave his family and friends at home much anxiety as they thought his career very problematical. There seemed to be no place for him in the academic world, yet he had now fully decided to devote himself to scientific work and had definitely given up all idea of a career in the church. He wrote to several institutions applying for a position in philosophy, but met with no success. Finally he thought he had secured a modest position in logic and ethics at the University of Minnesota, but this fell through as the President wrote him he feared he was "too Germanized."

He returned to New York in 1871, reentering the Union Theological Seminary where a few months later he took his B.D. degree. During the summer he was assigned by the American Missionary Society to a little church in Cowdersport, Pa., where for about ten weeks he acted as pastor. Returning to New York, he succeeded George S. Morris, who had just been appointed Professor of Philosophy at the University of Michigan, as resident tutor in the family of Jesse Seligman, the banker. The Seligmans lived in elegant style on Gramercy Park and his duties there consisted in attending to the studies of the five children for two hours for five evenings in the week, doling out their pocket

money, taking them to the theatre or deciding when and where they might go, selecting schools for them to attend, and standing in *loco parentis* generally. On his first evening in the house he had to punish one of the boys, whose screams soon brought the mother to the room. It was a crucial moment for both the young tutor and for the boy, but Mrs. Seligman was a wise woman and promptly informed her son that he deserved his punishment and must take it. The authority of the tutor was no longer questioned, and his relations with the family became most cordial. During the daytime he attended medical lectures, read a great deal of the history of German philosophy and, on the whole, spent a most profitable year. He spent a summer with the family partly at Lake Mohonk and partly on Staten Island, met many prominent Jewish people, learned to play billiards, helped the children with their Hebrew lessons and, finally, took the oldest son, Theodore, to Harvard and entered the second son, Henry, at New York University.

In the spring of 1872 he had a visit from James K. Hosmer, Professor of English Literature at Antioch College, whom he had met in Berlin. Hosmer had just left Antioch to accept the chair of English History at the University of Missouri, and urged his old chair upon his young friend, Hall.

As the Antioch period is treated in the next chapter we must pass over to the second trip to Germany, in 1878.

Having taken his degree of Doctor of Philosophy at

Harvard in 1878, and having saved some money during his six years of teaching, he left once more for further study in Germany. He went at once to Berlin and reentered the University, giving a good deal of time to the study of physiology, the results of which he embodied in two papers, one issued jointly with J. Von Kries, entitled "Ueber die Abhängigkeit der Reactionszeiten vom Ort des Reizes," and the other, with Hugo Kronecker, entitled "Die willkürliche Muskelaction." During this period he also attended Helmholtz's lectures. His chief interest, however, was most likely centered in the following year at Leipzig in the study of psychology under Wilhelm Wundt, who considers him his most eminent pupil. In the introduction to his "Founders of Modern Psychology" he writes of his German university experience as follows:—

"The period of my stay abroad was one when academic traditions in Germany favored more general and less acutely special studies than now. Indeed, in these delightful years, there was almost no limit to the field over which a curious student, especially if he was not working for a degree, might roam. He could indulge his most desultory intellectual inclinations, taste at any spring, and touch any topic in the most superficial way in his effort to orient himself. He could take the widest periscope, and, especially if an American, he was allowed to drop into almost anything to his heart's content, so that there were others besides myself who yielded to the charm of spending much of each day in the lecture rooms, hearing often very elaborate experimental and demonstrational introductory courses, most of them five hours a week.

Fresh from the narrow, formal, rather dry curriculum of a denominational American college, the stimulus and exhilaration of this liberty of hearing was great. During the first triennium, besides the more stated work, I took the complete course of Dorner in theology, translating my notes afterward, attended Trendelenburg's seminary on Aristotle, heard Delitzsch's biblical psychology, logical courses by Lasson, recent psychology by Pfleiderer, comparative religion by Lazarus. I even tried to follow the venerable Hegelian Michelet, Drobitsch, the Nestor, and Strümpell, the more poetic expositor of Herbartianism, and took Kirschmann's courses. I heard much more of these men in the weekly philosophical club, and dropped in occasionally to about all the courses that my friends among the students were taking. I attended full courses each in chemistry by Kolbe, biology by Leuckart, physiology by Du Bois-Reymond at Berlin, and Ludwig at Leipzig, anatomy by His, neurology by Flechsig, Westphal's clinic at the Charité, running over later to Paris for a month to get a glimpse of Charcot's work there, and to Vienna to sample Meynert and Exner. Virchow and Bastian were both lecturing in anthropology. Indeed, we students 'dropped in' to almost everything—clinics, seminary, laboratory, lecture—and if we had a goodly number of registrations in our book, we were practically unmolested wherever we went. Perhaps all this meant more distraction than concentration, but if it was mental dissipation, it at any rate left a certain charm in memory and brought a great and sudden revelation of the magnitude of the field of science."

In spite of all this intensive work, he found time to write a number of articles about this time, chiefly for

the Nation, which, at the suggestion of Charles Eliot Norton, were afterwards issued in book form under the title "Aspects of German Culture." He says he made a little money by writing them as papers, but when offered in book form they did not sell, and a few years later the unsold copies were returned to him by the publishers.

It was in Berlin, in 1878 that he renewed his acquaintance with Miss Cornelia Fisher, whom he had first met at the home of President Hosmer at Yellow Springs, Ohio, and who had been studying in Berlin during the previous year. The young people saw a good deal of each other during the next year, and were finally married in September, 1879. He has described the many delays and annoyances they were subjected to in a humorous article entitled "Getting Married in Germany," which he published anonymously in the Atlantic Monthly and of which he says, "Perhaps it was a little caricatured, but we had a good deal of fun in putting it together."

One short extract from this paper may not be out of place here. Having reached the inner office of the civil bureau after waiting an hour in the main office, the following conversation takes place:—

"I wish to get married in the very simplest and quickest way," I said, presenting my passport. "Will you please tell me how to do it?"

"It is extremely simple," said the officer. "We must have a certificate of your birth (Geburtsschein) signed by the burgomaster of the town in which you

were born, and with its seal, and witnessed in due form. Your certificate of baptism (Taufschein) should also be sent, to guard against all error, sealed and witnessed by the present pastor or the proper church officers. These must be presented here by each of the contracting parties, with their passports, as the first step."

I carefully noted this, and he proceeded:—

"The parents, if living, should certify to their knowledge and approval of the marriage. We must also be satisfied that there is no obstacle, legal, moral, or otherwise, to it; whether either of you have been married before, and if so whether there are children and if so, their names and ages. The parents' names should be in full; also their residence, occupation, age, and place of birth should of course be given for record here."

I begged for another scrap of paper and made further notes.

"When we have these here in this desk," he continued, patting fondly that piece of furniture, "then either we can publish the bans (Aufgebot) by posting a notice of your intention in the Rathhaus for fourteen days, or else you can have it printed in the journal of the place where you reside in America, and bring us a copy here as evidence that it has actually appeared. After the expiration of this time you can be married in this office."

"Must it be here?" I queried.

"Of course," he said. "This is the only place which the law now recognizes. Poor people are content with civil marriage only, but all who move in good society go from here to the church for a religious ceremony."

"Is it not possible to shorten the time?" I timidly

ventured to inquire. " We had made all the arrangements for an earlier day, and are seriously incommoded by the delay. I did not know the requirements. It takes four weeks to hear from America, and then two weeks more here, and—you do not, perhaps, exactly understand, and yet I hardly know how to explain. But there is really haste. We are pressed for time."

" Haste? Pressed for time? " he repeated. " Perhaps I do not understand. I am sorry, but it cannot possibly be sooner. You think we are slow in Germany. True, but we are sure. We require our people to take time to think over the matter beforehand, and divorce with us is far from being the easy matter I have heard it is in America."

The young couple kept house for the academic year 1879-1880, in Leipzig, next door to Fechner. He resumed his lecture course with Wundt and spent a great deal of time in the physiological laboratory with Ludwig. While the particular work with Ludwig was negative of results, he acquired a lot of laboratory technique, and did not regret the time spent upon it.

Professor Wilhelm Wundt, now in his eighty-second year, writes under date of November 5, 1913:

" Stanley Hall was the first to introduce experimental psychology into America, the first to recognize its significance for pedagogy. That in the year of its foundation he was one of the co-workers in the Psychological Institute of Leipzig, remains one of its most precious memories."

Dr. Hall was now nearly 35 years old. He had received a training that was very unusual in his day

among Americans. With a home life that was almost ideal in its Puritan simplicity; with his undergraduate years spent at one of the very best of American colleges; a year of study at the Union Theological Seminary; a year as a private tutor in a wealthy and refined family; six years of teaching, four in one of the smallest and two in one of the largest colleges in the land; added to all of which nearly six years' study in Germany, he had received what may be fairly summed up as an ideal preparation. As Dr. Titchener puts it:—

" Six years in Germany, without the haunting oppression of the doctor's thesis—such was Dr. Hall's opportunity, and he made the most of what was offered. He heard Hegel from the lips of Michelet; he sat with Paulsen in Trendelenburg's seminary; he undertook work of research in Ludwig's laboratory, with von Kries as partner; he experimented with Helmholtz; he was the first American student in Wundt's newly founded laboratory of psychology; he discussed psychophysics with Fechner, the creator of psychophysics; he was present at Heidenhain's early essays in hypnotism; he attended those lavishly experimental lectures of Czermak, where hecatombs of dogs were sacrificed on the altar of science and, 'in one case, even a horse was introduced to show heart action;' he was informed by Zöllner of the marvels wrought by Slade, and later he saw those same marvels performed 'at evening parties in Berlin by a young docent in physics;' he followed courses in theology, metaphysics, logic, ethics, psychology, the philosophy of religion—in physics, chemistry, biology, physiology, anatomy, neurology, anthropology, psychiatry;

he frequented clinic and seminary, laboratory and lecture; and he roamed afield as far as Paris on the west and Vienna on the east. *Non cuivis homini contingit adire Corinthum*! But Dr. Hall made the journey twice over, and took his fill of the intellectual feast."

IV

ANTIOCH, HARVARD AND JOHNS HOPKINS

1872—1878, 1880—1888

From the catalogue of 1912–1913, we find that

"Antioch College was founded in 1852, and opened in the fall of 1853, with Horace Mann as first president. The college building was dedicated in October, 1853, and the first graduating class was in June, 1857. In 1859 the college was reorganized under new articles of incorporation.

" The following aims have characterized the college throughout its history: to maintain a non-sectarian college of high rank; to offer equal opportunities to students of both sexes; to develop a high standard of character and scholarship. While the college is non-sectarian, it inculcates Christian worship and Christian ethics. Chapel services are held daily. There are no saloons in Yellow Springs, which is an important thing in the molding of the character of the students. Though not the first college to adopt coeducation, Antioch was the first college to place women upon an entire equality with men in being allowed to take the same courses and to read their essays on Commencement Day.

" The high character of the instruction at Antioch is well indicated by the type of men who have gone from here to other colleges and universities. Among others may be mentioned: Dr. Thomas Hill, who went from Antioch to the Presidency of Harvard University; Professor W. C. Russell, for many years

Vice-President of Cornell University; Dr. Edward Orton, President of Antioch in 1872–1876, and afterwards the first President of Ohio State University; President G. Stanley Hall, of Clark University; Professor James K. Hosmer, at Antioch from 1866 to 1872, the historian and for many years Professor of History in the University of St. Louis; Professor James E. Clark, for many years Professor of Mathematics in Yale University; Professor S. C. Derby, for the past twenty-five years Professor of Latin in Ohio State University; Professor E. W. Claypole, who went from Antioch to Buchtel and later to the University of California; Professor C. H. Chandler, who went from Antioch to Ripon College; Dr. J. B. Weston, late President of the Defiance Theological School; Professor Nicholas P. Gilman, late Professor of Sociology in Meadville Theological School and author of several books on social questions; Dr. Frank H. Tufts, late Professor of Physics in Columbia University; Dr. J. Y. Bergen, the botanist; and Amos Russell Wells, managing editor of the 'Christian Endeavor World.'

"Antioch College is situated at Yellow Springs, Ohio, between the cities of Springfield and Xenia, about nine miles from each, seventy-five miles northeast of Cincinnati, and fifty miles west of Columbus. Two daily trains each way connect at Xenia and Springfield, with the large railway systems running through the State. The Xenia and Springfield traction line also passes through Yellow Springs, and within a square of the college campus. Yellow Springs is widely known for the beauty of its scenery and the healthfulness of its climate."

Here, in the fall of 1872, young Hall assumed his first professorship, and here he probably acquired that

affection for the lecture room which he will, no doubt, retain to the end of his days. He took up his residence with the President, Professor James K. Hosmer's father, for the first year. He thought his qualifications for teaching English rather poor, so he went systematically to work "reading up" far into the small hours everything he could lay his hands on in Anglo-Saxon. In spite of the hard work he found the life with the students extremely stimulating. He often speaks with enthusiasm of a "picked lot of girls" who did particularly well in his classes in those early days.

In the second year he was made Professor of Modern Languages and Literature. This was an agreeable change, as he felt much more at home teaching French and German, and reading standard authors and plays. The modern languages left him with more time on his hands, so that when Dr. Orton, the geologist, was elected to succeed President Hosmer who had taught philosophy, Hall took over the work in that department. Now he had a subject that appealed to him and for the rest of his stay at Antioch he made philosophy his chief work. He read extensively, or, as he puts it, "soaked" himself with Darwin, Spencer, Huxley, and all he could get on the subject of evolution. He also gave a course in the History of Philosophy to a very small group of the older and abler students.

As was customary in the denominational colleges of the day, he had to take his turn at conducting chapel exercises on Sunday. He says it was "so-called preaching, really essay reading, and I still have a

big bunch of those *quasi* sermons all on philosophical subjects." The religious emancipation at the college was complete, the intellectual atmosphere keen, and there was no sharp line drawn between the mature students and the professors. The latter were mostly young, alert and progressive, and the former, with a few exceptions, looked forward to entering the teaching profession. The natural surroundings were charming and attractive, with the wonderful Yellow Spring that gave the town in which Antioch was located its name. The ideals of the little college community were high, and they had sacrificed numbers to quality for some years. One summer when visiting in Cambridge, Hall suggested to President Eliot that entrance examinations for Harvard should be held at Antioch. President Eliot was evidently interested and, while he did not carry out the scheme at Antioch, he wrote Hall that his proposition had led to the institution of the Harvard scheme of examinations at other places.

One of his colleagues of that time recently wrote:

"Professor Hall was director of the college choir while at Antioch. He required the punctual attendance of the classroom, and through his knowledge of the best music, and untiring efforts, he brought the choir to a rank never since attained. Some members ventured to protest against the frequent use of 'Ein Feste Burg' for chapel exercises, saying, 'We do not like it.' 'Then sing it until you do,' was Professor Hall's firm reply. And they did. It appeared in the list of hymns every week, and it became a favorite.

"He was kind, impulsive, energetic, very sensitive

and often misunderstood. He was unsparing with his time, and very ready to assist the faithful students, but unrelentless with the shirk.

" He insisted on students before the public making every preparation in order to do the college and themselves credit. This showed in the state rhetorical contests where Antioch then stood first. His work for the college library in examining and arranging pamphlets, speeches and documents connected with the college history, was invaluable.

" He took ready part in Teachers' Institutes and conventions with other members of the faculty, and was instrumental in having them held at the college. Being a free and easy speaker, with new ideas, he was listened to with interest and pleasure, and lectured in the neighboring cities on such occasions.

" He not only entered into college activities with enthusiasm, but also into the social life of the village, organizing at one time a literary club of college and towns-people, with a regular public program of real worth and attractiveness. There was much narrow sectarian prejudice and some bitter opposition, both within and outside of the college, to Professor Hall's theological views.

"At one time the Unitarians gave $400 yearly to Wilberforce College, and for a while this was used for a course of lectures to be given by Antioch professors. The noted Bishop Payne was then President of that institution. Professor Hall gave a course of lectures in English Literature and took charge of the essays of the graduating class. His fine work in that field was fully appreciated. It was customary then for some of the Antioch faculty to attend the Wilberforce Commencement, and I well remember their expressions of surprise and admiration as one after another of

those negro graduates showed the fine training of a master hand. One of these 'orators' afterwards entered the ministry and did splendid work as a Methodist bishop amongst his own people.

" In order to clear Antioch from suspicion, the faculty were compelled to investigate the 'Great American Literary Bureau,' unearthed in that place. Professor Hall's unselfishness is fully illustrated in his attitude upon this occasion. He said to the faculty, 'You have your homes here and your families. The one who undertakes this investigation will have to contend with unpopularity and bitterness, and possibly will have to go. I am free, and I will do it,' and he did. As he predicted, not only bitterness, but intense hatred resulted from the exposure of some people in town engaged in procuring and selling essays to the college students. Antioch was cleared of all suspicion by the firm and energetic action of Professor Hall.

" When he left, Dr. Edward Everett Hale expressed the appreciation of the Board of Trustees, and regretted that they could not keep him at Antioch, owing to the financial condition of the college at that time."

In the course of his philosophical studies at Antioch, he became deeply interested in Hegel and made occasional Sunday trips to St. Louis to sit at the feet of William T. Harris, who, with a group of able men about him, among whom were Snyder and Davidson, met on Sundays to read and discuss Hegel and kindred topics. When Rosencranz's epitome of Hegel's doctrine appeared in German he undertook a translation of it for Harris's Journal of Speculative Philosophy. It was published later as a pamphlet, in extended form, under the title " Hegel as the National Philosopher of

Germany." The pamphlet attracted but little attention and but few copies were sold. The publisher returned to him the unsold copies some years afterward, but what became of them we do not know. Here, too, he met Judge Stallo, later minister to Italy; Dr. Bartholomew, a very broad minded, intelligent and accomplished physician; and the librarian Vickers who was a great German scholar and philosopher, who was particularly kind and helpful to him at this period.

Dr. Edward Everett Hale was a member of the Board of Trustees of Antioch, as was also Dr. Bellows, and Hall began here an acquaintance with the former which lasted as long as he lived. When Dr. Hale was interested in raising a fund to establish a chair of Pedagogy at Antioch, he wrote Dr. Hall of his plan and received from him the following reply:

Clark University,
Worcester, Mass.,
March 17, 1900.

My Dear Dr. Hale:

I welcome with great enthusiasm the plan of raising money to establish a chair of higher pedagogy at old Antioch. The central location of the college, the strange absence of state normal schools in Ohio, and best of all the traditions of Horace Mann, combine to make such an effort most fitting and most hopeful.

Moreover, we are just inaugurating a period of educational renaissance such as this country has never seen. Publications have multiplied, the best class of minds are focussing their attention upon the larger problems of education, the public was never so open-minded and receptive, and everything indicates that this is one of those nascent, plastic periods when things are to be shaped for a long future.

Once more Antioch has always been a trading station for teachers. The majority of all its students have entered that profession and many have won distinction in it. This gives a spirit and genius to

AT THE AGE OF TWENTY-NINE

the place that is an invaluable background. I have heard of nothing since my days at Antioch that seems to me so wise, practical and even inspiring as the suggestion for a strong chair in the higher pedagogy there. This would probably enable the college to offer:

1. A good course in the history of education. This should trace the great educational reforms from ancient times down to the present, characterizing the leaders and outlining their aims and lives. Such a course is an indispensable basis of all other work, because it teaches how to avoid mistakes, is economic by preventing the repetition of experiments of which history has proven the futility, and enables the teacher, superintendent or principal to take large views, a matter so difficult for those engaged in the active routine of education.

2. There should be taught the philosophy and the psychology of education; the one gives the history of the largest and broadest conceptions of the ends and methods of education; the other teaches the most economic means of attaining those ends and is the basis of all instruction and methods. These subjects should not be too abstract but practical, and there should be plenty of reference to genetic or child study methods and results.

3. School hygiene, which is almost a creation of the last ten years, should be taught. This requires the hygienic point of view to be regarded for every department of school work, even reading, writing, building, lighting, heating, ventilation, school hours, length of recitation, and should involve some instruction in the methods of measuring and weighing, by testing children's eyes, ears and health generally.

I believe that an advanced course of this higher pedagogy, that should appeal not only to teachers generally but especially to high school and normal teachers, would mark the most important epoch at Antioch College since Horace Mann.

I would suggest also that this department conduct every year a summer school. I think this would be of advantage to the reputation of the college and ought to be a source of income. It is a great link between the town and the college to bring one or more hundred teachers from outside each season to compare notes and sit at the feet of wisdom.

It should be borne in mind that such a departure cannot be made without a generous endowment. None or the best should be the maxim, and pedagogical apparatus and books are indispensable and expensive.

Sincerely Yours, G. STANLEY HALL.

He acted as librarian for a part of the time and helped out the library funds by interesting himself in the plays for public presentation given during the winter months, sometimes as many as four in a season. He took an active part in these performances, assigning parts, suggesting costumes, and playing Orlando, Romeo, Claude Melnotte, etc. He also acted as choir master in church, when he was not preaching, and on occasions, was even called upon to play the organ in the absence of the organist. He once said in speaking of these days:—

"My chair was a whole settee. I taught English language and literature, German, French, philosophy in all its branches, preached, was impressario for the college theatre, chorister, and conducted the rhetorical exercises, and spread out generally. But I did a lot of solid reading in spite of all these duties and my four years at Antioch were most profitable ones. The place was full of memories of Horace Mann, who had died many years before, and it so happened that in my first year there I slept in the very room and bed in which he died."

When Wundt's "Grundzüge der Physiologischen Psychologie" first appeared, in 1874, Hall secured a copy at once and became deeply interested in it. So much so that in the spring of 1875 he decided to return to Germany and enter Wundt's laboratory. He offered his resignation, but the President and Trustees importuned him to stay one more year as he had not given them sufficient notice of his intention. So he consented to remain another year.

In his last year at Antioch he made his first and last attempt at story writing. He sent it to Appleton's Journal. It was accepted and, to his surprise, he was paid the sum of $150.00 for it. This was the first money he ever made by his writing, if we except the pittance he received for his services as "war correspondent" in 1870.

The story, entitled "A Leap Year Romance," did not appear in print until late in 1878, long after he had left Yellow Springs. He fully believed he had disguised everything so that not a single personality or event would be recognized, but he admits "as I looked it over in the light of some severe censure for my indiscretion in making so many personal revelations, it did seem to be almost guiltily full of actual happenings at Antioch, some of them rather personal." In view of this admission, it may be worth while to reproduce here his description of the community where he spent four such profitable years.

"Springtown City is a quiet little village that has grown up around a college for both sexes, which was founded by a vigorous religious sect, something less than half a century ago, in what was then the far West. It stands upon a gentle southern slope, from which, across a deep ravine or glen, can be seen a magnificent expanse of rich level bottom-land.

"Farther up, behind the town, in a grassy oak-opening, stands an immense but now somewhat dilapidated wooden hotel, which a rash speculator had built fifteen years before our story commences, over a large chalybeate spring. The glen, through which now flows a

tiny stream, must have once been the bed of a mighty torrent, for it is more than half a mile wide, very deep, and cut with many a curve, quaint, tunneled arch, and dangerous pit-hole through the solid blue limestone rock. Indeed, one of the professors of the college had been for years, and despite some ridicule, patiently accumulating evidence for a pet theory of his, that the three central great lakes along our northern boundary once found a nearer outlet to the sea through this ravine, but that it had been for most of its length filled up by the debris of the glacial epoch, till the rising waters of the lakes were forced to seek out a new and higher channel, now called the Niagara, into Ontario and the St. Lawrence.

" Both college and town had been larger twenty-five years ago than now. Indeed, the claims of the former upon the patronage of the community had been at first so successfully urged that more than a dozen ignorant heads of families actually sold all they had, and came in canvas-topped prairie-wagons and encamped for weeks under the unfinished walls of the dormitories in the vague hope that somehow their dirty and unlettered youngsters were here to be trained up into lawyers, editors, statesmen, and perhaps presidents, by a new-fangled educational process which they did not pretend to understand. The town also had once given promise of speedy and unlimited growth. For a few years extravagant expectations of sudden wealth had attracted many capitalists, until, as the larger enterprises failed one after another, investments were withdrawn to more promising fields.

" Springtown City had now entered upon a second and more tranquil period of its history. A large portion of the population was still transient, settling here for a few months or years, on account of the extreme

cheapness of rent, for the education of children, or for health and recreation. Half a dozen wealthy business men from a not far distant city had established summer homes in or near the village. But the strangest thing about the place was that the influence and number of the unfair sex had been steadily decreasing until by the last census it was found that in the village proper the men were outnumbered almost three to one by the women. Widows left with slender incomes, anxious mammas who looked upon a college-town as a cheap matrimonial bazaar, wives of business men who could spend only Sunday with their families, and a whole chorus of sharp-witted and often sharper-tongued maids, old and young, made up the society and the sentiment of the town; while for half a generation the younger and more ambitious men had sought competency or professional renown in wider and more promising fields.

"In the college, too, the girls had gradually come to outnumber and even outrank the boys, while their influence upon the latter grew more and more dominant. They had never been regarded with contempt as rivals, and from the first their presence, almost without their consciousness, had tended to repress many of the bad habits and licensed barbarities of college life. But now a stolen moonlight ramble with a young lady class-mate, or a picnic in the glen, was gradually becoming more attractive than a midnight raid on freshmen or a game of ball, until at last the robust boy-life of the American college, which, with all its abuses, seasons and straightens many a green and crooked stick, was almost forgotten. Even the faculty were obliged to admit that the collection of specimens in natural science was vastly facilitated by allowing the classes to pair off in their studies of flora and fauna.

The boys sometimes wrote essays on domestic life, on ideal womanhood, and on the prominence given to the sentiment of love in the literatures of the world, and were fond of attending the Hypatia Club, where social and political themes were discussed by their young lady rivals, often with great sagacity and maturity. In all social gatherings where town and college met, men were at quite a premium. On Shakespeare evenings ladies sometimes had to assume the parts of Orlando, Ferdinand, and even Benedict and Petruchio. Two of them became quite acceptable as bass-singers, and all took turns in dancing 'gentleman' with white handkerchiefs tied about the right arm. In the weekly prayer-meetings at several of the churches, the most edifying exercises were usually led by women. A few of the stronger-minded once walked to the polls, and vainly demanded the right to vote, and one of them afterward went so far as to allow her piano to be sold rather than to pay her taxes. Another, at a public anniversary, read a rather too scientific essay on tight-lacing, and another persisted for a year in wearing a reform costume. But, on the whole, despite some gossip-mongering, and now and then an eccentricity like the above, a wise spirit of moderation pervaded the place. Not a dram-shop was open there after the woman's crusade. Immorality was repressed by a rigid social ostracism, while the whole moral atmosphere was kept singularly pure and bracing by an all-pervading censorship, sometimes as rigorous and outspoken as a woman's indignations, and sometimes as subtle as feminine tact."

He finally left Yellow Springs at the end of the college year, in 1876, fully determined upon returning to Germany on his savings from his $1,500.00 salary of

the past four years. Visiting his brother, Robert, in Cambridge, he met President Eliot of Harvard, who offered him a tutorship in English at a salary of $1,000.00 under Professors Child and Hill. The position was not an attractive one, yet, as he says in chapter 14 of his " Educational Problems," perhaps there was the hope that he might attain " what was then to ambitious young students, at least to those reared near the heart of New England who daily pray with their faces toward the golden state house dome, the supreme earthly felicity of a chair, or even a foot-stool, at Harvard." Professors Bowen and Hedge were well on in years; one of them might soon resign and he might be given a chance to teach philosophy or psychology. So he accepted, confiding his hopes of advancement to President Eliot in doing so.

The work at Harvard, where he remained two years, he found very monotonous after the freer air of Antioch. He had the sophomore class, of about 250, in three divisions, reciting an hour each from 9 to 12 each morning, repeating the required lesson. It was almost the only required course and was, therefore, hated by the students. He also had to correct the two three-hour examination papers of each of his 250 students, besides four " sprung " one-hour written exams., and the six themes required of each. The themes had to be corrected by an adjustable standard in red ink, enough to justify re-writing, making really twelve compositions for each student. This marking had to be done conscientiously, as a large number of the class

depended more or less upon their marks for rank, and many of them for scholarships.

Here, again, in spite of the large amount of required work, in which he took but slight interest, he found time to attend courses under Dr. H. P. Bowditch at the Medical School on Boylston street, and to work in his physiological laboratory on "The Muscular Perception of Space," which he presented as a thesis for the Doctorate in Philosophy in June, 1878. He also took work with William James, with whom he became very intimate. They took long walks together and saw a good deal of each other in these two years. Later, they spent a summer together tramping around Heidelburg, and the year before James was married they spent a few weeks together at a summer camp built by Putnam, Bowditch and James in the Adirondacks.

In the middle of his second year he had an attack of scarlet fever which laid him up for several weeks. He offered his resignation, but President Eliot said he would await his recovery with equanimity and thought he ought to fulfill his year's engagement, which he did.

His examination for the Doctor's degree took place at Professor Bowen's house, those present being Professors Everett, Bowen, Bowditch, Hedge, James and Palmer. The examination lasted three hours, and he received the Ph.D. degree at Commencement, in 1878.

Immediately after, he left for his second trip to

Germany, which has been described in the previous chapter.

In September, 1880, Dr. Hall and his wife, having just returned from Europe, started housekeeping in an apartment of four rooms in a little house on the outskirts of Medford. He began at once his work in the Boston schools on "The Contents of Children's Minds on Entering School," which was made possible by the liberality of Mrs. Quincy Shaw, who detailed four excellent teachers from her comprehensive system of kindergartens to act as special questioners under his direction, and by the co-operation of Miss L. B. Pingree, their superintendent. The results of this work were not published until May, 1883, when they appeared in the Princeton Review.

Shortly after his return, President Eliot called on him and proposed that he give a course of twelve lectures on Saturday mornings in Bumstead Hall on Bromfield street. The University would assume the expense of the hall, pay for printing, and would advertise the course. There were to be twelve lectures to be given on Saturday mornings, and the proceeds from the sale of tickets, which were to be sold at $5.00 for the course, would be turned over to Dr. Hall, and President Eliot would introduce him at the first lecture. The offer was accepted and his introduction by President Eliot (which may be found in "Educational Problems, vol. 2, p. 241) so spurred him on that he put forth his best efforts. The lectures were well attended and brought him forward at once as a man

who must be reckoned with in the educational field. He was asked to repeat the course the following year and did so.

From the foundation of Johns Hopkins University in 1876 President Gilman invited a number of men each year to give short courses of lectures at that institution, then perhaps the most prominent and the best endowed university in America. James Bryce, H. B. Adams, Richard T. Ely, E. A. Freeman and G. Stanley Hall were among those invited in the year 1881–1882.

In 1882 President Gilman offered him a lectureship in psychology with an appropriation of $1,000.00 a year for the purpose of building up a psychological laboratory. This offer Dr. Hall accepted and took up his residence in Baltimore at the opening of the college year, 1882–1883. He found there as students in his department, Dewey, Cattell, Jastrow, Taber and a few others, and a little later Burnham and Sanford were also enrolled. He lectured in a dwelling house at first and his laboratory was upstairs in the same building. Later he was given a suite of rooms in the Biological Laboratory building where Donaldson became his assistant. In April, 1884, he was made Professor of Psychology and Pedagogics. He lectured on psychology (graduate and undergraduate), psychological and ethical theories, physiological psychology, history of philosophy and education; worked hard to build up a good laboratory, which was not an easy thing to do in those early days; gave a good many

AT THE AGE OF FORTY

lectures up and down the country on educational topics; compiled, with the assistance of John M. Mansfield, a Bibliography of Education; and brought out a number of papers in the scientific journals.

From the Johns Hopkins Register, we gather that he gave in the academic year 1881–1882, ten public lectures on Psychology on Tuesdays, Thursdays and Saturdays from January 6–27, 1882, the average attendance being 190. From February 20 to April 10, 1883, on Tuesdays, he gave another public course of eight lectures on "Principles and Methods of Intellectual Training," with an average attendance of 191. Again, from March 11 to April 8, 1884, on Tuesdays, he gave five public lectures on educational topics with an average attendance of 129. From 1884 until 1888, Dr. Hall occupied a place on the Academic Council, and Board of University Examiners.

For some years he had longed to establish a journal of his own which should be devoted to the new psychology, but had been unable to do so on account of the expense. But in the summer of 1887 a gentleman who had heard him lecture in Philadelphia offered to help him and contributed the sum of $500.00 for that purpose. The first issue of 1500 copies of the American Journal of Psychology appeared in November, 1887. Dr. Hall did most of the work himself in the early numbers, and although published at first at a loss, it soon obtained a recognized position and became self-supporting.

Social life was almost entirely inside the faculty, and

Dr. Hall made few friends outside. Among his intimates were Herbert B. Adams, Richard T. Ely, Paul Haupt, H. Newell Martin, Henry A. Rowland and Henry Wood. During his stay in Baltimore he occupied successively the following homes: 132 W. Madison St., and 458 (now 1526) Eutaw Place; from the latter he moved into a home of his own at 923 N. Calvert St.

Woodrow Wilson attended his lecture course one year, taking his minor in psychology. He speaks of Wilson as one of the most mature of his students and as quite a marked man even in those days.

The ideals of Johns Hopkins University appealed very strongly to Dr. Hall as is abundantly evidenced in the ideals of Clark University. He paid a glowing tribute to President Gilman, an extract of which is given here, taken from the Outlook of August 3, 1901.

" True history in this field was perhaps never so hard to write as in this country, pervaded as it is with insidious biases for competing institutions, and the day of impartiality and competency of judgment will dawn late; but just in proportion as love of the highest learning and research prevail, his qualities will become the ideals of leaders in our American system.

" President Gilman is essentially an *inside* President. His interest in the work of the individual members of his faculty does not end when they are engaged, but begins. He loves to know something of their every new investigation, however remote from his own specialty, and every scientific or scholarly success feels the stimulus of his sympathy. His unerring judgment of men has been triumphantly justified in the achievements of those he has appointed; and although in

selecting young men he has had to walk by faith, he has nowhere shown more sagacity than in applying individual stimuli and checks, and in this sense and to this extent has been a spiritual father of many of his faculty, the author of their careers; and has for years made the institution the paradise and seminarium of young specialists. This has made stagnation impossible and the growth of professors here in their work has been, I believe, without precedent. When petrography, e.g., a pregnant new departure in science, knocked at the Hopkins door in the person of the brilliant but lamented George Williams, it was opened in welcome, and the country was stocked with young professors from his laboratory. The new psychology, for which other institutions had shown only timidity, was here given its first American home. Now the productivity of our fifty American psychic laboratories rivals, if it does not exceed, that of Germany. Clark University is in a sense an offshoot of the Johns Hopkins, where, small as it has so far been, the inevitable next step of attempting university work only, with no undergraduate section, was first tried. History, biology, mathematics, physics, chemistry, the Romance and Teutonic languages, Sanskrit, Semitic studies, and more lately several departments of medical study and others, have all felt the new life that has come from the seminaries, clinics, laboratories, lecture-rooms, and new journals which began at the Hopkins. In every one of all these lines of work the personality of its President has been an active and beneficent influence.

Dr. Gilman is not pre-eminently an outside President or an outside organizer. He has never been known as an apostle of uniformity. It could never be said of him that there were dollars and students in all or even

in anything that he said, in the sense that these considerations determined either what was said or left unsaid. He has had, I believe, no place on any committee of ten, twelve, or fifteen, and has no share in the unhappy business by which, in some parts of the country, secondary education has been dominated by or subordinated to college interests or requirements. He believes in individuality, and holds that institutions were made for men, and not men for institutions. He knows no selfishness, inter-institutional rivalry, nor has he taken part in the tendency to absorb or incorporate other foundations into a great educational trust; but his faith and services are for the university invisible, not made with hands, which consists in the productive scientific work of gifted minds, wherever they are, sympathetic by nature and made still more so by the co-ordination of studies, as one of the most characteristic features of our age.

As a member of his faculty I smarted not infrequently under the faithful wounds of this friend; but these were only wholesome and made me all the more his debtor, and the state of my department in the country I think owes more to him than to any other as our American system of education is organized. To advance what he has done even a little in the world would satisfy all my ambitions. He has had optimism enough to sustain his own spirit and that of those about him under painful disappointments, and idealism enough to have made a long and magnificent fight against the materializing tendencies too prevalent here in higher education, and to demonstrate that often the most ideal thing is also the most practical."

When he left to accept the call to the presidency of Clark University, his students presented him with a

bronze statuette of the Greek Youth at Prayer, which has for the past twenty-five years adorned the room in his house where every Monday night in term his seminary meets from seven to eleven.

Early in 1888 Senator George F. Hoar, who had met Dr. Hall on several occasions in Worcester and in Washington, invited him to call on him at the Senate chamber, where he first told him of the scheme of Mr. Jonas Gilman Clark to found a great institution of learning at Worcester, Mass. Later, Mr. Clark, Mr. Hoar and John D. Washburn, who was secretary of the Board of Trustees of Clark University, called upon him at his home in Baltimore, and, after talking matters over more fully, they secured his consent to a visit to Mr. Clark in Worcester. At Mr. Clark's house he met the members of the Board and was given to understand that he would in due course receive an official offer to accept the office of President of the new University. The official notice of his election was sent April 3, and he accepted May 1, 1888.

Resigning his position at Johns Hopkins, June 4, 1888, and leaving the new journal in the hands of Edmund C. Sanford, who had taken his degree under him that year, he turned his face once more to Europe where he visited every country save Portugal in the next nine months. He interviewed nearly all the educational men of note, collected building plans, statistics and reports, and brought back in March, 1889, much of the material later embodied in his articles in the early volumes of the Pedagogical Seminary.

V

CLARK UNIVERSITY

Jonas Gilman Clark, the Founder of Clark University, was born at Hubbardston, Worcester County, Massachusetts, February 1, 1815, and died in the city of Worcester, May 2, 1900, at the age of eighty-five. He worked on his father's farm until he was sixteen, attending the country school for a limited number of weeks each year. In 1831 he began to learn the carriage maker's trade, setting up on his own account when he came of age. In 1845 he established a shop for the manufacture of tinware, opening stores later in Milford and Lowell and adding hardware and building materials to his stock. In 1853 he went to California, shipping from the East provisions, furniture, miners' supplies and farming tools. In 1856 his business had resolved itself entirely to furniture, of which he supplied the larger part of the wholesale market of the Pacific coast for the next four years. In 1860, being in poor health, he sold out his business, invested his money in land and left for Europe. Returning to San Francisco, he took an active part in founding the California Council of the Union League of America, holding the office of Grand Treasurer until he removed to New York, in May, 1864.

Retiring from business at the age of forty-five, Mr. Clark devoted his leisure to travel and intercourse with men and books. His interest in education began in his love of books, so that his library may be said to represent the early stage of his idea of a University—indeed, his first idea of a University seems to have arisen as an instrument to use books. It is certain that in his later years as a book buyer he was under the firm impression that he was collecting a library which would be invaluable to the University he contemplated founding, and it was a keen disappointment to him when he slowly learned, in the first stages of its development, that a University Library was something entirely different from, and far larger than, his conception of it. To see his carefully gathered collection of books and magazines outnumbered four times over by modern scientific works in a single year brought a new experience for which he was not prepared.

However, Mr. Clark's ideas and ideals grew with the growth of the University and at his death, in 1900, he left one-quarter of his estate for the endowment of the Library, thus placing it among the very few well endowed University libraries in the country.

As the first positive step toward the realization of long-formed plans, Mr. Clark, in March, 1887, invited the following gentlemen to constitute with himself a Board of Trustees:—

STEPHEN SALISBURY, A.B., Harvard, 1856; Universities of Paris and Berlin, 1856-58; LL.B., Harvard, 1861; President Antiquarian Society 1887–1905; State Senator, 1892-95. Died Nov. 16, 1905.

CHARLES DEVENS, A.B., Harvard, 1838; LL.B., Harvard, 1840; Major-General, 1863; Associate Justice of the Massachusetts Superior Court, 1867–73; Associate Justice of the Massachusetts Supreme Judicial Court, 1873–77, and again, 1881–91; Attorney-General of the United States, 1877–81; LL.D., Columbia and Harvard, 1877; Died Jan. 7, 1891.

GEORGE F. HOAR, A.B., Harvard, 1846; LL.B., Harvard, 1849; United States House of Representatives, 1869–77; Member Electoral Commission, 1876; United States Senate 1877–1904; Chairman of Judiciary Committee, 1891–1904; LL.D., William and Mary, Amherst, Harvard and Yale; Died, Sept. 30, 1904.

WILLIAM W. RICE, A.B., Bowdoin, 1846; admitted to Bar, 1854; United States House of Representatives, 1876–86; LL.D., Bowdoin, 1886. Died March 1, 1896.

JOSEPH SARGENT, A.B., Harvard, 1834; M.D., Harvard, 1837; London and Paris Hospitals, 1838–40. Died Oct. 13, 1888.

JOHN D. WASHBURN, A.B., Harvard, 1853; LL.B., Harvard, 1856; Representative, 1876–79; State Senate, 1884; United States Minister to Switzerland, 1889–92. Died Apr. 4, 1903.

FRANK P. GOULDING, A.B., Dartmouth, 1863; Harvard Law School, 1866; City Solicitor, 1881–93. Died Sept. 16, 1901.

GEORGE SWAN, A.B., Amherst, 1847; admitted to Bar, 1848; Member of Worcester School Board, 1879–90; Chairman of High School Committee, 1887–90. Died Oct. 5, 1900.

On petition of this Board, the Legislature passed the following

ACT OF INCORPORATION. CHAPTER 133

COMMONWEALTH OF MASSACHUSETTS, IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND EIGHTY-SEVEN. AN ACT TO INCORPORATE THE TRUSTEES OF CLARK UNIVERSITY IN WORCESTER.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. Jonas G. Clark, Stephen Salisbury, Charles Devens, George F. Hoar, William W. Rice, Joseph Sargent, John D. Washburn, Frank P. Goulding and George Swan, all of the city of Worcester, in the Commonwealth of Massachusetts, and their successors, are hereby made a corporation by the name of the Trustees of Clark University, to be located in said Worcester, for the purpose

of establishing and maintaining in said city of Worcester an institution for the promotion of education and investigation in science, literature and art, to be called Clark University.

SECTION 2. Said corporation may receive and hold real or personal estate by gift, grant, devise, bequest or otherwise, for the purpose aforesaid, and shall have all the rights, privileges, immunities, and powers, including the conferring of degrees, which similar incorporated institutions have in this Commonwealth.

SECTION 3. Said corporation shall have the power to organize said University in all its departments, to manage and control the same, to appoint its officers, who shall not be members of said corporation, and to fix their compensation and their tenure of office; and said corporation may provide for the appointment of an advisory board and for the election by the Alumni of said University to fill any vacancies in said board.

SECTION 4. The number of members of said corporation shall not be less than seven nor more than nine, and any vacancy therein may be filled by the remaining members at a meeting duly called and notified therefor; and when any member thereof shall, by reason of infirmity or otherwise, become incapable, in the judgment of the remaining members, of discharging the duties of his office, or shall neglect or refuse to perform the same, he may be removed and another be elected to fill his place, by the remaining members, at a meeting duly called and notified for that purpose.

SECTION 5. This Act shall take effect upon its passage.

House of Representatives, March 30, 1887, Passed to be Enacted.

CHARLES J. NOYES, *Speaker.*

Senate, March 31, 1887, Passed to be Enacted.

HALSEY J. BOARDMAN, *President.*

During the previous five years, Mr. Clark had gradually acquired a tract of land, comprising about eight acres, located on Main Street, a mile and a half from the heart of the city.

Plans for a main building were submitted to the Board by Mr. Clark, which were approved, and its erection was at once begun. The cornerstone was laid

with impressive ceremonies, October 22, 1887. This building is 204 x 114 feet, four stories high and five in the centre, constructed of brick and granite, and finished throughout in oak. It contains a total of 90 rooms, and in its tower is a clock with three six-foot illuminated dials, which was presented by citizens of Worcester.

On April 3, 1888, Dr. Hall was invited to the presidency. The official letter conveying the invitation contained the following well-considered and significant expression of the spirit animating the trustees:—

"They desire to impose on you no trammels; they have no friends for whom they wish to provide at the expense of the interests of the institution; no pet theories to press upon you in derogation of your judgment; no sectarian tests to apply; no guarantees to require, save such as are implied by your acceptance of this trust. Their single desire is to fit men for the highest duties of life, and to that end, that this institution, in whatever branches of sound learning it may find itself engaged, may be a leader and a light."

This invitation was accepted May 1, and the president was at once granted one year's leave of absence, with full salary, to visit universities in Europe.

On this trip he sought information from every source. Books, reports, and building-plans of many kinds were gathered. Ministers of education, heads of universities, and, above all, leading scientific men, were visited. The information and advice of the latter, always cheerfully given, and in not a few cases in detail and in writing, constituted by far the most valu-

able result of this trip, and was reported on later at greater length. Much of this advice was confidential, and involved personalities; some of it embodied long and fondly cherished ideals of great men, nowhere realized at that time; but most of it represented the inner aims, methods, and ideals of the best existing institutions.

During his absence the chemical laboratory building was erected on the corner of Maywood and Woodland Streets, from plans drawn by a young engineer under Mr. Clark's direction.

The opening exercises were held in a hall of the University, seating 1,500 people, on Wednesday, October 2, 1889. The late General Charles Devens presided, and made an opening address. Addresses were made by Senator George F. Hoar and the president. The founder of the University stated his purpose as follows:

"When we first entered upon our work it was with a well-defined plan and purpose, in which plan and purpose we have steadily persevered, turning neither to the right nor to the left. We have wrought upon no vague conceptions nor suffered ourselves to be borne upon the fluctuating and unstable current of public opinion or public suggestions. We started upon our career with the determinate view of giving to the public all the benefits and advantages of a university, comprehending full well what that implies, and feeling the full force of the general understanding, that a university must, to a large degree, be a creation of time and experience. We have, however, boldly assumed as the foundation of our institution the prin-

ciples, the tests, and the responsibilities of universities as they are everywhere recognized—but without making any claim for the prestige or flavor which age imparts to all things. It has therefore been our purpose to lay our foundation broad and strong and deep. In this we must necessarily lack the simple element of years. We have what we believe to be more valuable—the vast storehouse of the knowledge and learning which has been accumulating for the centuries that have gone before us, availing ourselves of the privilege of drawing from this source, open to all alike. We propose to go on to further and higher achievements. We propose to put into the hands of those who are members of the University, engaged in its several departments, every facility which money can command—to the extent of our ability—in the way of apparatus and appliances that can in any way promote our object in this direction. To our present departments we propose to add others from time to time, as our means shall warrant and the exigencies of the University shall seem to demand, always taking those first whose domain lies nearest to those already established, until the full scope and purpose of the University shall have been accomplished.

"These benefits and advantages thus briefly outlined, we propose placing at the service of those who from time to time seek, in good faith and honesty of purpose, to pursue the study of science in its purity, and to engage in scientific research and investigation—to such they are offered as far as possible free from all trammels and hindrances, without any religious, political, or social tests. All that will be required of any applicant will be evidence, disclosed by examinations or otherwise, that his attainments are such as to qualify him for the position that he seeks."

The University began with graduate work only and in the following five departments:

I. MATHEMATICS.
II. PHYSICS, Experimental and Theoretical.
III. CHEMISTRY, Organic, Inorganic, Physical and Crystallography.
IV. BIOLOGY, including Anatomy, Physiology and Paleontology.
V. PSYCHOLOGY, including Neurology, Anthropology and Education.

A sub-department of Education was established in 1892, and the department of Chemistry was temporarily discontinued in 1894.

To express more explicitly the character and policy of the institution, the Trustees voted to approve and publish the following statement:

"As the work of the University increases, its settled policy shall be always to first strengthen departments already established, until they are as thorough, as advanced, as special, and as efficient as possible, before proceeding to the establishment of new ones.

" When this is done and new departments are established, those shall always be chosen first which are scientifically most closely related to departments already established; that the body of sciences here represented may be kept vigorous and compact, and that the strength of the University may always rest, not upon the number of subjects, nor the breadth or length of its curriculum, but upon its thoroughness and its unity.

" This shall in no wise hinder the establishment, by

other donors than the founder, of other and more independent departments if approved by the Trustees.

"While ability in teaching shall be held of great importance, the leading consideration in all engagements, reappointments, and promotions shall be the quality and quantity of successful investigation."

Arriving in Worcester in April, 1889, to take up his active duties as President of the University, Dr. Hall and his family stayed at the home of the founder for several months. In the fall he purchased the brick house on the corner of Woodland and Downing streets, where he has since resided. The property is directly across from the site occupied by the University and in 1905 he sold it to the University. His family consisted of his wife and two children, Robert Granville, born Feb. 7, 1881, and Julia Fisher, born May 30, 1882.

He opened his office at the University building on the 28th day of April, 1889, and put in a most strenuous five months in preparing for the opening of the institution October 2nd. His ideals were high and he labored hard to carry them out. In his first report to the Board of Trustees in October, 1890, he says:

"It must be of the highest and most advanced grade, with special prominence given to original research."

"We must not attempt at once to cover the entire field of human knowledge, but must elect a group of related departments of fundamental importance, and concentrate all our care to make these the best possible.

"We must seek the most talented and best trained young men. We must not exploit them for the glory

President's House

of the institution, work them in a machine, nor retard their advancement, but we must give them every needed opportunity and incentive. Their salaries must be among the very best in the country, yet we must not ask them to spend their best energies in teaching and earning tuition fees for the university, and must leave open all possibilities, should such problems as individual fees, a periodic year in Europe, etc., arise later. We must give to those who know how to value it such facilities as we are able, that they may work for science and for themselves, requiring in return only a limited amount of mutual instruction, special and advanced enough to aid rather than divert from research (and no one is so eager and so able to teach the few fit as a discoverer), and careful conformity to a few obvious regulations."

"The relation of the university to the college has the same perplexities as that of the college to the preparatory school. Sometimes young men are not sufficiently trained in college to utilize all the advantages of the university, still less to engage in original research, and sometimes able men are held back in post-graduate courses in small colleges, which do their proper work admirably, but lack the means to offer the far larger and more costly opportunities of the university. The A.B. degree is now a finality for no scholar, and if it be that changes impend that may bring it earlier, and that the incalculable advantages of real university life and work in our own country be opened to more and more of these graduates, then our problem of making a better adaptation of our work to colleges generally and individually becomes increasingly imperative—the more so, as we are, I believe, the only university in the country which does not draw its chief earnings from and do most of its teaching for

undergraduates, and many, if not most of its so-called students, take undergraduate courses. In no university has the proportion of expenditure to income been so high as here, for, although our tuition is higher than any university or college known to me, we can admit but very few students. We must, therefore, give precedence to the very best and make full membership in Clark University an honor. This, however, need not prevent us from abating tuitions in worthy cases, nor even from holding quizzes or brief and special preparatory courses for graduates who are promising but not fully qualified to use to the uttermost the opportunities here, should we later desire to do so.

" For those students whom we receive we should do everything possible for instructors to do. They should be personally aided, guided to the best literature, and advanced by every method that pedagogic skill and sympathy can devise. They should feel all the enthusiasm, understand all the interests, and all the methods of the instructor. He should confidentially share with them all his hopes and plans for research. A great leader in science in Europe lately said in substance that he who has reserves from his own select and nearest student-apprentices, and has not learned the wisdom of sharing his choicest ideas freely with those he instructs without fear that they will be appropriated to his detriment, is not himself fertile in ideas, and is a pedagogue rather than a professor. The best and most advanced students will best and keenest and most lastingly appreciate all this, and every other effort in their behalf, whether by professors or by the authorities of the university. The chief study of the latter is that every one here be so placed that he may do the best and the most work of which he is capable. They are quick to share the pleasure and pride in his

every achievement, and feel every token of appreciation he may receive from the competent expert, or which he in return is sure to feel for their endeavors."

"The most important part of our work is research, and we wish soon to be ready to be chiefly judged by the value of our contributions to the sum of human knowledge. By the unanimous vote of the board of trustees, approved by a unanimous vote of the faculty, the leading consideration in all engagements, reappointments and promotions, must be the quality and quantity of successful investigation. This significant step gives us a unique character, and makes most of our problems new ones."

"In a new movement of such magnitude and importance, we must go slowly to go surely."

But with a founder who could not understand these ideals and who gave no intimation of his real wealth; with a faculty of very earnest and very ambitious scientists; with an income that did not cover the salary list, serious difficulties and misunderstandings were inevitable. Dr. Hall probably had all this in mind when he wrote, in the same report:

"Our great work, now in its most interesting, formative stage, where the very highest ideas may not be without some practical results, should inspire all with a passion for harmony and co-operation, and even if need be for forbearance and mutual concession. Perhaps none of us will ever see again an opportunity so precious; and, for a movement in the field of highest education in this country, of great historic and national significance.

"While, however, we must go slowly, we cannot

afford to go too slowly. The present opportunity is without precedent in our educational history. Never were educational opinions so plastic and formative, or all minds so receptive, or so bent on better things in higher education as now. On several important next steps the information is all in and digested, and we are all agreed, and serious loss and grave disappointment of great expectation, which many years will be required to efface will, I am fully convinced, follow long delay. The present opportunity to set noble fashions, to give the right direction to strong and important currents without, possibly no less valuable than the best and most we dare hope or wish for ourselves within, is precious and cannot last."

Lack of frankness and lack of funds brought about strained relations between Founder, President and Faculty which culminated in the resignation of a number of the latter in the summer of 1892.

The University opened its fourth year September 27, 1892, with twelve instructors and forty students. Every member of the staff was enthusiastically devoted to the ideals of the University and if the years 1892-1900 were those of its poverty in money,—with an income of only $28,000 a year,—they were rich in scientific productivity. Every member of the staff of 1892 stuck to his post, in spite of offers, in many cases, of more lucrative positions elsewhere, for the next twenty-one years, when Dr. Hodge broke the tradition by resigning to enter a larger field of work in the State of Oregon.

Dr. Hall in his address at the celebration of the

tenth anniversary summed up the early days of the University and some of its ideals, thus:

No time in the history of the country could have been more favorable than the beginning of this period for a great and new university foundation. The epoch-making work of the Johns Hopkins University, which for the preceding decade had made Baltimore the brightest spot on the educational map of the country, and was the pioneer in the upward movement, had leavened the colleges and roused them from the life of monotony and routine which then prevailed, and kindled a strong and widespread desire for better things. The significance of the work of that institution can hardly be overestimated. But financial clouds had already begun to threaten this great Southern luminary, and there were indications that, if the great work it had begun was to be carried on, parts of it, at least, must be transplanted to new fields.

" It was at this crisis that our munificent Founder entered the field with the largest single gift ever made to education in New England, and one of the largest in the world, and with the offer of more to come, if sufficient co-operation was forthcoming. He selected Worcester as the site of his great enterprise with a piety to the region of his nativity worthy of the greatest respect and emulation, and in addition to the fulfilment of his pledges gave it the benefit of his own previous wide studies of education in Europe, and contributed wisely matured plans and constant personal oversight and labor for years. It is as strenuously engaged in this highest of all human endeavors that the world knows him, and that we shall remember him, and I am sure that we all unite today first of all in sending him in the retirement his health demands (although it

cannot assuage his interest to see the work of his hands prosper) our most cordial greetings and our most hearty congratulations.

"With a dozen colleges within a radius of one hundred miles doing graduate work, the plainest logic of events suggested at once a policy of transplanting to this new field part of the spirit of the Johns Hopkins University, and taking here the obvious and almost inevitable next step by eliminating college work, although the chief source of income by fees was thereby also sacrificed, and thus avoiding the hot and sometimes bitter competition for students, waiving the test of numbers, and being the first upon the higher plane of purely graduate work, selecting rigorously the best students, seeking to train leaders only, educating professors, and advancing science by new discoveries. It was indeed a new field wide open and inviting, the cultivation of which was needed to complete our national life; the preliminary stages of its occupancy all finished, yes, necessary almost as a work of rescue for the few élite graduates who wished to go beyond college but not into any of the three professions, and who had had hitherto a pathetically hard time. The call to the President gave assurance of the highest aims and of perfect academic freedom, a pledge that has been absolutely kept. He was sent to Europe a year on full pay to learn the best its institutions could teach, and the Faculty that first fore-gathered here has never been excelled in strength, if indeed it has ever been equaled anywhere for its size. Story, an instructor at Harvard, colleague and friend of Sylvester, formerly acting editor of the chief mathematical journal of the country and co-head of his department at Baltimore, founder of another journal here, who has enriched his department by contributions, the list of

which tells its own story; Michelson, who while here accepted an invitation of the French Government to demonstrate in Paris his epoch-making discoveries in the field of light, which he did while on our pay-roll—lately especially honored by learned societies at home and abroad, now head of one of the best-equipped and largest laboratories in the world, and still continuing his brilliant contributions to the sum of human knowledge; Whitman, now head of another great university laboratory, trainer of many young professors, founder and editor of the best and most expensive biological journal, head of Woods Holl marine laboratory and summer school, one of the best of its kind in the world, himself a contributor to his science; Michael, than whom America had not produced a more promising or talented chemist, the list of whose published works would be far too long to read here; Nef, perhaps our most brilliant young chemist, and now head of one of the largest and best-equipped laboratories in the world, and with a power of sustained original work rarely excelled; Mall, now full professor at the Johns Hopkins University, and head of the great new anatomical laboratory and museum there, whose published contributions are admirable illustrations of both the great caution and boldness needed by a student in his field; Boas, the leading American in physical anthropology, now a professor at Columbia; Loeb, almost the first expert that this country could boast in the new physical chemistry in the sense of Ostwald, now head of his department in the University of the City of New York; Bolza, an almost ideal teacher, suggesting the great Kirchoff in the perfection of his demonstrations; the brilliant and lamented Baur, leader of the expedition to the Galapagos Islands made possible by the gift of Worces ter's patron saint of so many good enterprises, Mr. Salis-

bury; Donaldson, now dean of the graduate school of the University of Chicago, author of the best handbook in English on the brain, with a caution, poise, and diligence befitting the successful investigator in that dangerous but fascinating field; Mulliken, suddenly placed in a position of great difficulty, discharged its duties with rare ability and discretion for one so young; Lombard, now professor in Michigan, genial, assiduous, a gifted teacher and enthusiastic student; White, scholarly, able, a born teacher and student; McMurrich, an untiring investigator and a lucid inquirer after knowledge; those now here, who have since become so well-known, Burnham, Chamberlain, Hodge, Perott, Sanford, Taber, and Webster; these, not to mention many others, then only fellows, but who have achieved so much in their work and positions since,—these are the men and others whose presence on this spot, whose high intercourse and whose stimulating personal contact with each other, whose ardor and devotion in the pursuit of knowledge, whose healthful emulation in achievement, made this almost classic ground and the cynosure of the eyes of all those in this country who love science for its own sake. With the wealth, wisdom, and interest of our Founder, with the high character and culture of our Board of Trustees, with the intelligence of such a community of old New England, with an atmosphere of intellectual freedom, with unique and precious exemption from the drudgery of excessive teaching and examinations, with the youth of the Faculty, none of whom had reached the zenith of their maturity, with substantial and ample buildings, abundant and forthcoming funds for equipment, few rules and almost no discipline or routine of faculty meetings, the motto on our seal, *fiat lux*, our university color white,—is it any wonder if some of our young

men saw visions and dreamed dreams, or perhaps in some cases fell in love with the highest ideals, or that the very memory of the first stage of our history is today, as it has been in darker hours, a most precious memory and a basis of an all-sustaining hope?

"To these days of our prime to which our former students and professors recur with joy, and in whose breasts the processes of idealization of them have already begun, days which were pervaded by sentiments of joy and hope very like those which animated the best years of the Johns Hopkins University, we have often reverted since in soberer hours with longing thoughts of what might have been had the University continued in all its pristine strength. Not one weak, dull, or bad man in our faculty, all given not only leisure, but every possible incentive to do the very best work of which they were capable, with a founder and a board of control who realized that a new endowment should do new things, and that the best use of money is to help the best men, we entered a field very largely new and with as bright prospects as we could wish.

"But life has its contrasts and competitions. The reductions of our force, which occurred at the end of the third year, sad to us almost beyond precedent, although helpful elsewhere, may be ascribed to fate, disease, or to the very envy of the gods. Some incidents should remain unwritten, but it should be known that our trustees foresaw from the beginning of the year one of the gravest of crises, and met it with an unanimity, a wisdom, and a firmness which even in the light of all that has transpired since, I think, could not be improved on. The pain of it all has faded, the glad hand has been extended and accepted by nearly if not quite all who left us; the lessons of

adversity have been learned and laid well to heart, and we hope and believe that these and all their attendant incidents may be considered closed.

"Although nearly half our faculty and students left us in the hegira, and our income had dropped in almost the same proportion, and only the departments of psychology and mathematics remained nearly intact, we fortunately had left in every department young men as promising as any in the land. They needed simply to grow, and never has there been such an environment for a faculty to develop as in this 'paradise of young professors,' as a leading college president has called this University. To Darwin the greatest joy of life was to see growth; and to see the unfoldment of these youthful, intellectual élite, and to feel the sense of growth with them as all near them must, is a satisfaction almost akin to the rapture of discovery itself. Now the years have done their work, and our faculty, although smaller, was never stronger, never more prolific, stimulating and attractive to students, in proportion to its size, than it is to-day. There has never been such loyalty to the institution and its ideals, such readiness to endure the petty and the great economies now necessary, such prompt and frequent refusals of larger salaries elsewhere, and so strong a sentiment that, so long as a man has growth in him, our incentive, opportunity and plan of work are of more value than a large increase of salary.

"These changes involved, however, but little reduction of the number of instructors or of students, but materially decreased for a time the efficiency of the University. Since the end of the third year, the President, who was not required to teach, has done full professorial duty in addition to that of administration, has established a seminary at his house three

hours each week through the entire academic year, and founded and conducted at his own expense a new educational journal. The income-bearing summer school has been organized and conducted during the past seven years with the active and efficient cooperation of a large local advisory board. . . . Hardly a ripple has marred the harmony within the University during these last seven years, and every man, student and instructor alike, has been hard at work and enthusiastic for our own unique and individual method and plan. . . . One thing, at least, is true so far, hardship has no whit lowered our aims or diluted our quality, but if anything has had the reverse influence; and I fervently trust (and think I can speak on this point with confidence for the entire faculty) that this may be the case throughout all the infinite future that endowments like this in a country like ours have a right to expect. Although influences are too subtly psychological to be traced, I am writing our history, and find it a most inspiring theme, and I believe it adds already a very bright and hopeful page to the records of higher education in the country, and one which history will brighten to epochal significance. It has, on the whole, in it one clear note, not of discouragement, but of hope and confidence.

Have we duly considered, even the best of us, what a real university is and means, how widely it differs from a college, and what a wealth of vast, new, and in themselves most educative problems it opens? A college is for general, the university for special, culture. The former develops a wide basis of training and information, while the latter brings to a definite apex. One makes broad men, the other sharpens them to a point. The college digests and impresses second-hand knowledge as highly vitalized as good pedagogy can

make it, while the university, as one of its choicest functions, creates new knowledge by research and discovery. . . . Satisfied, yes proud, as we are today to submit to Worcester, to sister institutions, and the country, the records of our work when compared with our means, we have lived, and even now live and walk, let us confess it, to a great extent in faith and hope, looking confidently to a future larger than our past has been, with steadfast and immovable conviction that our cause is the very highest of all the causes of humanity, but ready even ourselves, if need be, to labor on yet longer in the captivity of straitened resources, being fully persuaded that our redeemer liveth and that in due time he shall appear.

With increased resources, since the death of the founder and his wife, the University has grown. In 1907 the department of Chemistry was reopened; departments of History and Economics have been added; a special instructor in Philosophy appointed, and two new buildings have been erected, one in 1902 and the other in 1910.

The numbers have increased (1912-1913) to 25 instructors and 90 students.

Dr. Hall's Study

VI

PERSONAL TRAITS

If any single word may be used to symbolize a man, the most appropriate word in President Hall's case is action—not the restlessness that impels a man to flit from one thing to another as the proverbial bee flits from flower to flower, but the passion for doing things that absorbs every waking moment of the day, every day of the week, and every week of the year. In "Founders of Modern Psychology," he says, "Goethe's 'Faust' teaches us that there is no satisfaction in knowledge, none in pleasure, but that in action is salvation." He rises early and is at his desk often before, seldom later than, eight o'clock. Having dispatched his correspondence, he turns at once to the work he happens to have on hand, and sticks at it closely until his lecture hour—which is always eleven—or until dinner time. He says he has lectured for so many years from eleven to twelve that he finds even in vacation time he is more talkative at that hour than at any other. After dinner, he spends from three to four hours, in term, in conferences with individual students, taking up each man's problem in turn, advising new lines of approach, suggesting methods or literature, often sending the student away with books and pamphlets from his own library or notes from his own files. At five o'clock he usually

starts for a good stiff walk of an hour or more. Many of his students have joined him in these tramps and found that what seemed to refresh and invigorate him left them pretty well tired out. He is not content to walk the paved streets, he must get out into the country—the hilly country—and climb some eminence at a pace that has often filled a younger man with envy. When Edward P. Weston passed through Worcester on a walking trip in February, 1908, Dr. Hall met him in front of the University building and said:

"This walk reminds me of the fact that in walking you use more than one-half of all the muscles of the body. It is the best exercise of all. Not only does it strengthen so many muscles, but it has its beneficial effect on the heart and lungs. It will keep you well and strong if you follow it up.

"The better that young men are physically the better they are apt to be morally.

"It is a pathetic sight to me to see a young man or a young woman waiting ten, fifteen or even twenty minutes on a street corner to catch a car to go three blocks."

In his "Notes on Early Memories," he says:

"I am a faddist on hill-climbing, because it exercises the heart and lungs so much neglected in sedentary habits, and exercising just those movements most natural and healthy, gives a sense of overcoming and surmounting with a peculiar exhilaration on every hill top attained, with a sentiment of victory in the doing, of breadth and exultation in the end, besides enabling one to straighten out the axes of eye muscles and accommodate for a distance.

"Again, a hill is a good dynamometer. Many years ago I began every summer to climb a distant hill and get back to the hotel, from which I started as speedily as possible nearly every day at five o'clock, and noted the time and have kept my record these many years. From my teens to the present time, I can walk rapidly on the first heat just about so far before my breath and legs become uncomfortable, and I want to pause. This is approximately a constant, and has not varied perceptibly in all these decades. For a long stretch of hill climbing, however, the case is very different. Training decreases my time much. Beginning last year with one hour and a quarter, at the end of a month I could do the same work with about the same forcing in forty-nine minutes. I hope to keep this record yet many years, and although it will be sad when the inevitable senescent diminution occurs, the curve may have a little interest."

A light supper, and he is at his desk again before eight o'clock, where he works steadily until twelve or one in the morning. Perhaps once a week he will walk down town about nine o'clock, drop into a theatre or some entertainment and get back to work again soon after ten.

Professor James once said of him:

" I never hear Hall speak in a small group or before a public audience but I marvel at his wonderful facility in extracting interesting facts from all sorts of out of the way places. He digs out data from reports and blue books that simply astonish one. I wonder how he ever finds time to read so much as he does—but that is Hall."

There is a tradition that he once devoted his lecture hour to a careful review of a 600-page German volume that had only come into his hands the previous evening. He is a very rapid reader and possesses the rare faculty of detecting at a glance any new fact or new point of view on a printed page. Unlike many college professors, he does not hesitate to dismiss a book with scant courtesy if it is a mere compilation or a restatement of accepted views. He reads French, German and English with equal ease, and prefers a book in the original to a translation. He still writes reviews of books for his journals, although of late years these have become all too short and condensed, and one regrets the change from the splendid reviews he contributed to the early volumes of the American Journal of Psychology and the Pedagogical Seminary.

He goes out very little in society, is not a diner-out, and belongs to few clubs. As a young man he smoked a little, but gave it up for a number of years; about fifteen years ago he resumed the habit and now smokes regularly. He has had but one serious illness for over thirty years—an attack of diphtheria in 1890—is a most active man for his age, running up stairs two or three steps at a time or vaulting a stone wall with the agility of a lad of fifteen.

He ranks as one of the few men who can talk as well as he can write. As a public speaker he is easy, given to few gestures, yet delivering his words with a force that carries conviction. In his public lectures he usually has a message and succeeds in keeping the

interest of his audience to the end. In the lecture room before his classes he attempts no tricks of oratory. His lectures show evidences of long and careful preparation, while his students are sometimes driven to despair as they listen to references without end, which he often reads off at a very rapid rate. Sometimes in lecturing upon a new subject, he appears laden with books and manuscript. These are passed around among the members of the class, attention called to particular chapters, paragraphs or sentences—in fact, the whole process of working up the lecture is laid bare before his students.

He is a man of intense curiosity and fond of new experiences. This is well shown in his paper, published in Appleton's Magazine for June, 1909, entitled, "A Man's Adventure in Domestic Industries." Although the adventures are said to be those of "a friend" it is quite clear that he is relating personal experiences.

Dr. Hall has often said that his life has been more or less characterized by a succession of different interests, each of which has been predominant over all others for a time, but has gradually faded like a dissolving view into the next, and that his real inner life history is measured by these. They were at first very diverse, but with advancing maturity they focussed down, fortunately for his career, into various subdivisions of the same department. As a boy of nine or ten with his first gun came the first great craze, to be a hunter. Every spare moment was spent in hunting, in shooting

things, permissible and not permissible, collecting wings, tails, beaks, etc. When he was about twelve the dominant craze was music, and he thought he would be a great player or singer. This fever, quite hot while it lasted, faded, and then came the craze for history, with persistent reading of Bancroft, Hume, Gibbon, and many others, not at all well understood but with dreams of a big library. He wrote school compositions on historical events and personages, thumbed and wore out two universal histories, and made rather a feeble attempt to collect little historical sketches of every country in the world. In his college days the first craze was literature, where as a member of the "Junto" he was ambitious to read everything of importance, and did read very hard. The inception period to this fervor went back for some years, but its high water mark was probably the junior year in college and coincided with elaborate dissertations on many of the great writers. This nascent period of literary interest was the first which survived and left some trace in later years. Out of this, about his senior year, grew an interest in philosophy, of the somewhat metaphysical, moral type, and prompted an immense deal of hard reading of the works of Cudworth, Hickock, Hamilton, Locke, Edwards, Coleridge, with a special predilection for John Stuart Mill. Of Mill he read all he could lay hands on, and composed a long college essay upon his philosophy. Then, with the first New York period and the trip abroad, came a still stronger and more durable craze for the

history of philosophy. This fervor culminated in the early seventies and prompted much hard work, but has never lost its impulsion. A few years later evolution occupied the center of the stage, and development was a word to conjure with. At this period he read Spencer, Darwin, Huxley and Haeckel intensively. With the appearance of Wundt's Psychology in 1874 experimental psychology eclipsed everything, an interest that was intense for fifteen years and has declined though not died. The next calenture was child study which began rather feebly with the first few papers but well on in the nineties was taken up with a great deal of zest and energy, and within this period most and the best of the Clark studies on this subject appeared, culminating in the publication of "Adolescence" and the preparation of another book on "Preadolescence" not yet published. The correlations between the individual and the race, between animals and men, children and adults, sane and insane, which child study and geneticism opened up, was a vast and absorbing field, so that the soil was already prepared for an intense interest in Freudianism, which, he holds, connects so vitally with so many points of genetic thought, and on this came the latest wave of interest in the psychologizing of digestion, following the work of the Pavlov school. These last three interests all more or less converge on the large chapter of the feelings, emotions, sentiments, so that it was natural that Hall's interests should focus here and also that they should be extended to include religious psy-

chology. Thus his favorite topics of instruction and study at present are (1) the psychology of Christianity on a background of that of religion generally, (2) child study, methods, results, and applications, (3) Freudianism including psycho-analysis, (4) the psychology of nutrition, (5) the psychology of the feelings.

To those who know Dr. Hall intimately, perhaps one of his marked traits is that of attending to a particular subject only when the time for its consideration is ripe. So many men show by their attitude that some coming event has cast its shadow before, or that the shadow of some past event is still lurking behind. Dr. Hall possesses the power of giving attention to the present situation and of ignoring the past or the future except so far as they have vital relations to the present. After being absorbed in a pressing problem of administration or the like, he is able to turn to a very different matter, concentrate his whole attention upon it apparently, and ignore the distracting situation he has just left. Although tomorrow or an hour later he may have to speak before a large audience, or attend a committee meeting on a matter of great importance he can attend to something entirely different without thinking about it now. This power of concentration of all one's faculties upon the present situation he has acquired to a remarkable degree.

He is essentially a teaching President, and has never been fond of the details of administration. Faculty meetings are few, and there is none of that waste of time so common in most universities and

THE SEMINARY ROOM

colleges at such gatherings. As he said of President Gilman, he himself is "an inside President." While deeply interested in the work of each department of the University, he accords absolute freedom to the head of each so far as the conduct of his department is concerned.

In his Seminary, held at his house every Monday night throughout the academic year from 7 to 11, he is, perhaps, in his happiest vein. There are two papers each evening with an intermission of fifteen minutes between when the members adjourn to the dining room to partake of light refreshments. At these meetings his students present their work for discussion and criticism. His criticism is always kindly, but he does not fail to point out the weak spots and suggest further research. Those who have attended his Seminary usually speak of it as one of the brightest spots in their course. He allows almost nothing to interfere with this Monday night function and in 1899 wrote of it,

"During the past eight years I have opened my house one evening every week of the academic year to all students in the department of psychology and related themes from seven to ten o'clock. We began by discussing philosophical topics assigned beforehand to leaders in turn. One year most of the time of this seminary was devoted to reading and discussing Jowett's Plato. Schopenhauer, Kant, and Hegel were tried for briefer periods, but gradually, as the numbers have increased and as the rule that each man should devote a portion of his time to some original investi-

gation has prevailed, the evening has been occupied by each student in turn, who presents his thesis or subject, or a part of it, which is then freely discussed by the other members. The debates are often animated, as nearly every standpoint is represented. There are clergymen, young professors from other institutions, Hegelian idealists, Kantian epistemologists, and men of empirical science, and from these various directions nearly every subject is really illuminated. Attendance is never enforced, and the light refreshments served in the middle of the evening have never been an attraction, but only a welcome break from continued tension. The attendance for the last few years has rarely been under fifteen and rarely over forty, so that the entire freedom and informality of conversation has been the rule. The themes assigned have been presented here in so compact and forcible a way, that the seminary has been one of the most effective agents in my own education, and I think all its members share my sentiments in this respect. Here the new work on which each individual is spending so much of his year's time is pooled for the common benefit, the reader has the healthful stimulus of emulation in interesting his audience, acquires valuable practice in the methods of effective presentation, and always receives help in the way of new literature, references, the pointing out of defects in argument or method; and conflicts are thus most surely avoided. Often other professors from the University attend, and the list of distinguished guests from abroad who have either participated in the discussions or introduced matter of their own is a long and dignified one. There is rarely any lack of interest or reluctance to discuss, and very infrequently is the animation too great for healthful mental circulation. Here nearly every-

thing that has been done by the student members of this department of the University has been carefully wrought over, some of it more than once.

Such stimulus I believe to be unsurpassed in educational value. The dialectic give and take of the conversational method, the mental alertness of debate, the charm of friendly intercourse upon high themes, which Lotze, like some of the ancients, thought the highest joy of life and the consummate fruition of friendship, are here combined in judicious proportions most favorable to growth. Some European seminaries are devoted to discussions of minute points; in others the student is simply a literary forager for the professors; quite frequently some author is read; but for our American needs, at least for Clark University, I think the method now settled upon is more educative than any other that I have seen."

Dr. Hall has retained his affection for his boyhood home. He writes in his "Note on Early Memories:"

"This home I revisited during all vacations of my course at the preparatory school, college and professional school. Nearly every summer since, when I have been in the country, I have reverted to the region for at least a few weeks, and still retain possession of one of these old farms. Here I have given free vent to a number of fads. One summer I walked up and explored in rubber boots all the stream beds within a wide radius of Ashfield village; collected, and, with expert help, labelled all the stones and rocks I could find. Another August I devoted to flowers, grasses and ferns, collecting about one hundred species of the latter alone. One season several weeks were devoted to climbing the hills, naming them, and marking directions, counting church spires, and tracing with the

aid of a local antiquary nearly one hundred miles of old stone wall in town which marked the early partition of farms. Once I amused myself by tracing glacial scratches in the rocks and exploring the terminal moraines. Once, with an old lumber wagon, I drove around and asked every one I knew to let me explore his attic and thus collected about seven hundred objects; from old looms, spinning wheels and primitive plows, to calashes, shoe buckles, pewter plates, foot and bed warmers, ancient school and hymn books, home-spun frocks, pitchpipes and such other mementoes of ruder days as those with which Mr. George Sheldon has filled his most fascinating museum at Deerfield. These are now housed and catalogued in the basement of the academy building, where, on Friday afternoons, they yield a very modest income to the janitor, who is allowed to charge ten cents to all who desire to visit the collection. Another August I questioned old people concerning local history, visited sites of the old mills, cellar holes, apple orchards, and made out nearly two dozen family trees which show the sad decadence of this sturdy old Puritan stock.

A year ago last August, however, I undertook as a vacation diversion a more or less systematic exploration of all the farms I had ever known, noting on the spot everything remembered from early boyhood. I climbed in through the windows of abandoned houses and explored them from roof to cellar in quest of vestiges; sat alone sometimes for hours trying to recall vanished spots and to identify objects which I knew must have once been familiar. * * * *

" These one hundred acres I own and have a great piety toward, and I would not part with them for many times their very modest value. From nothing I ever possessed do I derive such helpful and sanifying in-

fluences, partly because it is land and partly because of its associations. I have plowed or mowed, made fences, ditched, harvested, or followed cattle over nearly every foot of it. When worn out with work, worry or grief, and sometimes, if ill, I have gone to this farm, contact with the broad surfaces of which has never yet failed to speedily set me up. I own it, and it owns me in a sacred and unique sense. Just as now-a-days those who ride behind a horse with a coachman do not know it as did those of old who rode on it, trained it, hunted and slept with it, owed their lives perhaps to its speed, and so owned it in an unique and individual sense; so I own this farm, in a way, too, that refutes at least in one sense the argument of those who advocate public ownership of land. The rooms of death, the almost absolute stillness that now reigns here; the old awe and vague dread of the evening gloaming, which I have lately re-experienced, bring a sadness so sicky sweet that I can hardly tolerate it—and yet it all has, after all, a wondrous charm. What, too, are the psychological sources and what are the stages in the hereditary development of that strong passion to improve land, never so fervent and dominant as in the early periods of New England? Whence this rancor against forests and brush that even yet forbids us the comfort of roadside shade, or the beauty of roadside growths? Very rarely in the history of the world has worse soil been cleared of brush and stones and made to yield a tolerable income and supported a more stalwart or intelligent race. To come upon a decayed stump where once was a familiar tree was a little like finding on a grave stone the name of some old acquaintance who was thought to be still alive. I climbed several old trees with the branches of which I was most intimate when a boy; got on to roofs I

used to frequent; crawled under the barn floor; squeezed into the hollow trees in quest of memories."

When his parents died, the old farm fell to him. He had made a number of repairs and improvements, building a little one-room house on a high hill on the farm, where he used to study alone summers when the children were small, and kept a man living on the place who at least kept the brush down and the fences up, and had all he could make from the farm for paying the taxes and keeping things in repair. One evening at the seminary, a telegram was brought Dr. Hall, saying the house was burned. The tenant was drunk on hard cider and set it afire with his pipe and was injured before the neighbors could get him out. It was a mile from the village, and it was completely destroyed. Four rows of splendid maple trees that had been planted just across the drive-way that ran back of these buildings were burned, and from a beautiful spot it was a ghastly ruin. He finally sold the place and now a part of it is a deer park of nearly 100 acres, perhaps, with a wire fence nearly twelve feet high all around it, and in which it is unsafe to venture because of the ferocity of the elks which browse where he played as a child. He rather wanted to own some land in town and so bought nearly two hundred acres of old pasture land, including the highest summit of the hill, which he still keeps. It includes most of the ground that his ancestors settled on. Some years ago a number of summer people with himself subscribed to build a forty-foot tower on the summit of the hill, surmounted by a

little room with eight windows, but that blew down in a heavy wind storm and has not been replaced. He planned to build a summer bungalow, but it was too far from town to get daily meals and probably no servant would live there. When Dr. Hall is in Ashfield, he climbs the hill religiously every day. It is nearly 1,900 feet high and sweeps the entire horizon with 37 churches in sight, with Greylock, Mount Tom, Monadnock, Wachusett, etc., all visible. He has a good deal of sentiment about this land, all he owns in the world.

A number of distinguished people have lived in the town and nearby. James Russell Lowell, coming home from England, spent a number of summers in a tiny farmhouse a mile out, with a man servant and cook, trying to get back into literary life. George W. Cable of Northampton was often there; William Cullen Bryant and his son-in-law, Parke Godwin, built two fine summer houses near Bryant's birthplace in Cummington; and Chadwick had a house in Chesterfield, near by. Marshall Field, born in the next town, Conway, has given a magnificent library that dwarfs everything in the village, and Norton and Curtis brought for several summers, for a longer or shorter time, Matthew Arnold, Rudyard Kipling, Mark Twain, E. J. Phelps, ex-minister to England, and others. All these men spoke at the Ashfield dinners and Dr. Hall met and talked and walked with them. The dinners were a unique country festival, widely reported in the papers, generally mug-wumpy,

to the disgust of the town. The influx of summer visitors, while it has done great good, has done some harm, in making many people rather parasitic on the visitors and idle the rest of the year.

Norton, who went to Ashfield about the time Dr. Hall entered college, had a great influence on his life. He had young Hall at his house often, loaned him books, discussed the universe, helped him to a rather agnostic, if not pessimistic view of things, and they had many walks and discussions together. Gradually, however, they grew estranged. Dr. Hall did not like Norton's extreme proselytizing at the dinners to mugwumpism, and although he always was asked to speak at the dinners, they took diverse views, and Norton sometimes became rather bitter at Hall. One of his first public efforts was when he was a sophomore and at one of these dinners was introduced by Norton as a sample product of the town Academy. He has described this incident in his "Boy Life in a Massachusetts Country Town."

When he is completely tired out and needs absolute rest, he hies him to Ashfield and never fails to return fully restored. In May, 1890, when he was recovering from an attack of diphtheria, he spent his convalescent days there. It was at this time, on the morning of May 15th, the terrible discovery was made that by some derangement of the fixture, an escape of gas into their sleeping room had resulted in the death, by suffocation, of his wife and daughter in Worcester. He remained a widower for nine years, taking for his

second wife, July 27, 1899, Miss Florence E. Smith, of Newton, Massachusetts.

His son, Robert Granville, prepared for college at the Worcester Academy and the High School; took the B.S. at Harvard in 1905 and the M.D. in 1908. He then spent six months visiting and studying at hospitals in Europe, returning in March, 1909, to enter upon his service as house officer at the Massachusetts General Hospital. He entered upon a similar service at the Boston Children's Hospital, where he served from October 1, 1910, to April 1, 1911. He is now a practising physician at Portland, Oregon.

Reference has been made in an earlier chapter to his interest in psychical research. In Ashfield, there were many spiritualists and they had a big camp meeting every summer at Lake Pleasant, presided over by a cousin of Dr. Hall's mother, Dr. Beals of Greenfield, who did his utmost to convert them all to spiritism. They thought him a little cracked on the subject when he told his marvelous experiences. He invited Dr. Hall often to attend these meetings and he once did so, while he was in college, spending several days in his tent and attending all kinds of seances and hearing trance speakers, etc., who seemed to him a venal lot and intent on victimizing people. One famous medium mislaid his private note-book, which was found full of all kinds of little memoranda about the dead members of a lot of families who frequented the place. This daughter had blue eyes, wore pink, read Shakespeare, and this man's dead

wife died of consumption, loved cats, etc. It was trumpeted in the papers as a "dead give-away," but nothing daunts people of this ilk. Later he was interested in the Seybert Commission and with President Gilman and Professor Newcomb, started to visit all the necromancers that had advertised in New York. Gilman tired of it the first day, Newcomb after two or three, but Hall persisted, visiting mediums in Philadelphia and Boston, also. They did not exactly make a report, though some data was sent to the commission which Dr. Hall never heard from. The nonsense, credulity, superstition and the shallowness of some of these tricks was incredible, but he must have thought a spiritist has some kind of a case because he paid five dollars a visit to Foster, who read folded notes by a trick he could do very well himself. Later he found that Slade did his wonderful slate-writing with his foot and could not do it when he had sciatica. Dr. Hall long ago felt that the two keys to approach this study were first, hysteria, nervous phenomena, and particularly the passion for deceiving and lying, and secondly, sleight of hand tricks. Accordingly, when at Baltimore he often visited Yost, the dealer, also a good performer, and once even spent an hour with Kellar in his trick theatre in Philadelphia. He always attended the performances and became rather an admirer of Kaller, a very clever man, a mathematical and musical prodigy, who before he died wrote a book telling how he did things. When the English Psychical Research Society was founded, Dr. Hall was deeply

interested in its work and read all its publications for some years. He wrote a long series of articles and reviews in his journal on the subject, and some years later brought them up to date. He sought experience in conjuring tricks and bought a lot of cheap tricks and has them yet. A typical case of credulity was that of a medical American member of the English society, who called on Dr. Hall, who showed him his slate trick. He was very much impressed and thought he had a message. Then Dr. Hall told him, and showed in detail, how it was done. He looked dubious and finally said that he believed Dr. Hall really did it by spirits, and because he was a professor thought it more respectable to pretend a lot of hocus pocus scientific patter and was, in a word, a traitor to the spirits, being in fact a born medium. At Baltimore, the faculty met at each other's houses and Dr. Hall's entertainment was a few cheap and simple tricks which gave him another illustration of the extreme credulity of even the most scientific of men, his colleague, Rowland. With Motora, they arranged first a series of beats. They were to use the clock, and if that failed the slight vibrations of his and alternately Dr. Hall's toe with legs crossed as the heart beat. His guest selected a card from a pack and Dr. Hall was to telepathically communicate it to Motora at the diagonally opposite corner of the room. This they did repeatedly without detection after only one rehearsal, and Rowland began to speculate about ether waves. The method was, having arranged to count off first the suit and then the

card, he would make some little noise, either sniffing, crossing his legs, a tap on the floor or chair, any noise meant zero. Then when the tick or heart beat registered any three, if spades was the third suit, he made some other tiny noise, or if his face was turned any slight movement of finger, toe or eye at three, and thus he had the suit. They also divided the alphabet and numbers and digits so that they communicated these by the same method. They made a little progress in a key of inflections. "What is this?" can be given with at least twenty-four different pitches, inflections, stresses, rapidities, which are a perfect code, and they have twenty-four of the commonest objects. Then they took the phrase "Name this," and rung all the variations on it so that they had a language of accents, cadences, etc. This was the method Heller finally adopted after trying for a long time to use call words, having one for each letter of the alphabet, which to be sure made strange combinations. "Now, tell this," equals pen; "now, quick this," equals pin, etc. When one of his students at Clark took sleight of hand as his thesis, they worked a good deal together. Though Dr. Hall was never very deft, he has collected quite a literature on the subject and has scores of letters from Yost explaining how the little tricks he sold him, which could never be printed, were done, each great new trick selling for a price inversely as the number to whom it was sold. He almost never sees a trick he cannot explain, although sometimes there are several possible

ways, but it takes such minute care and practice in petty, trivial details that he would never have the patience to become a magician. But he can sympathize with those who say that if they are given time and any decent conditions, they can make anybody believe that they see anything done, and that without the aid of hypnotism. It was interest in occult phenomena and his growing and absolute incredulity that made him want to get at Mrs. Piper, although James, Hodgson, and others who had her in charge, were resolved he should not, and when he applied always wrote him that conditions under which they were experimenting must not be disturbed. When at last he did get a series of seances which were printed, he was told that he had murdered Hodgson's soul, who used to possess her, by the revelations in the book, and also that he had made it impossible for her to have seances and robbed her of her income. He says, "If we could only practice psycho-analysis upon these mediums it would be seen to be all a case of hysteria or schizophrenia."

To mark the 25th year of his doctorate, a commemorative number of the American Journal of Psychology was issued in October, 1903. It is a volume of 430 pages, containing twenty-five articles by eminent American and European psychologists and a bibliography of his printed works, with the following title page:

TO

GRANVILLE STANLEY HALL

FOUNDER OF THE FIRST AMERICAN LABORATORY FOR EXPERIMENTAL PSYCHOLOGY AND OF THE FIRST AMERICAN JOURNAL FOR THE PUBLICATION OF THE RESULTS OF PSYCHOLOGICAL INVESTIGATION

PIONEER IN THE SYSTEMATIC STUDY OF THE MENTAL DEVELOPMENT OF CHILDREN AND IN THE APPLICATION OF ITS RESULTS TO EDUCATIONAL PRACTICE

ARDENT INSPIRER IN OTHERS OF THE ZEAL FOR NEW KNOWLEDGE

IN

COMMEMORATION OF THE TWENTY-FIFTH ANNIVERSARY OF HIS ATTAINMENT OF THE DOCTORATE IN PHILOSOPHY

THIS COLLECTION OF PAPERS IS DEDICATED CONJOINTLY BY COLLEAGUES AND FORMER PUPILS

At the public opening of the new Library Building, January 14, 1904, he was presented with a handsomely bound volume consisting of autograph letters from colleagues and pupils. Senator Hoar, who had expected to make the presentation, but who was unable

to attend owing to the recent death of his wife, sent the following letter:

Worcester, Mass.,

January 11, 1904.

DEAR PRESIDENT HALL:

I have been commissioned by a large number of your friends and associates to present to you a token of their love and admiration for your great service to science, your heroic self-sacrifice and devotion to the University during the trying period through which it has so triumphantly passed, and the many personal kindnesses which they have individually received from you.

We congratulate you on the twenty-fifth anniversary of your receiving the well-earned honor of your Doctor's degree, and on the many honors with which these twenty-five years have been crowded. Every one of the signers of the letters in the enclosed volume has his own separate story to tell. Most of them have a far better right than I have to speak of your service to your chosen department of science, to the cause of education in every department and to the cause of sound learning. I think I know better than any other man what you have done for Clark University. You have done more than serve it, you have saved it.

I am sorry that I cannot be present in person to join in the exercises of the day—so interesting in the history of Clark University—and to utter what out of the abundance of the heart the mouth speaketh. But you know the sorrowful cause of my absence.

I am, with profoundest admiration and heartiest love,

Faithfully yours,

GEO. F. HOAR.

In 1910 the Trustees commissioned the late Frederick P. Vinton to paint Dr. Hall's portrait. When Mr. Vinton died, May 20, 1911, the portrait was not quite completed, but it was decided not to have any other artist work on it as its incompleteness was only in one minor detail and it was deemed best to accept it just as Mr. Vinton left it. The picture is 3 ft. 7 in. x 4 ft.

6 in. and now hangs in the Art Room in the University Library Building.

In such an imperfect sketch as this, it would not be proper to touch upon the scientific value of Dr. Hall's work, but the following estimate by a well-known educator of New York city may be given:

" Dr. Hall has impressed me for many years as the most original, by a considerable margin, of all our American psychologists. He is also the most stimulating. He has discovered more new psychological problems than any other American psychologist and has thrown more light on them than any other. Virtually all we know of adolescence in its educational and religious bearing is what he has given us. Others have only restated in various forms what he had written, or worked out minor details. The term, adolescence, never occurred in pedagogical literature as a term indicating an important epoch in intellectual, moral and religious development until he worked out its significance. Today virtually all secondary school problems are studied in the light of what we know of adolescence. It has proved a revolutionary idea both in secondary and in religious education.

" His Child Study movement was the forerunner of the experimental pedagogy of today. Whatever critics may say of the results which he obtained by the questionnaire method, he opened a host of new problems which had never been thought of before, and upon which other men of less ability have been at work ever since.

" His book on 'Adolescence ' is literally monumental and epoch-making. No single treatise on a psychological subject has ever been written in America which has contained so much that is new and is so

often consulted. If he had never produced anything else, it would have marked him as a man of genius.

" I was in Germany in 1900 and was told frequently by the thinking men in secondary school work that they were looking to Hall for the stimulus to attack new problems. Little was done in pedagogy at that time in Germany. Hall's 'Child Study' movement was unquestionably the main stimulus which started the Germans on their investigations in experimental pedagogy, in which they are now moving faster than we are.

" Dr. Hall was the first psychologist to expound educational problems in the light of biology and evolution. This has been an exceedingly fruitful point of view. He has done the same thing in psychology. He has had more to say that is important for school men to know than any other American psychologist, and he has done more than any one else in the country to make education a science.

" Over twenty years ago in one of his annual reports, he argued that universities should specialize and confine themselves to a limited field instead of attempting to cover all departments of university instruction. This is an idea which seems to be just now dawning upon some university Presidents.

" I think, next to his originality, which amounts to genius of a high order, the most striking thing about him is his ability to stimulate others, not only his immediate students, but thousands who hear him only occasionally and read what he writes. I doubt if anyone else has ever exerted a more lasting influence upon educational thought in this country than he.

" The building up of a new University, with limited resources, and against some annoying odds, in a little over two decades—a University that is as well known

in continental Europe as any of our older Universities—this is an achievement which alone would establish a man's fame. No other American University President has ever done so much productive work in science at the same time that he was carrying the administrative responsibilities of the institution. To me it has always been a mystery how any man could do it.

"The way to keep men of his calibre at the head of a University is to have the University specialize, keep its numbers relatively small and its administrative machinery simple, and then do a high quality of work. The most discouraging feature of University work today, it seems to me, is the constant advertising and working for numbers and bigness. Clark University and Johns Hopkins are the only American Universities which illustrate what the future of American Universities is going to be. They are great, in spite of small numbers."

VII

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